Undergraduate Bulletin

1995-96

THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

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Equality of Educational Opportunity

The University of North Carolina at Greensboro is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Moreover, The University of North Carolina at Greensboro is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 1100 West Market Street (910/334-5009), is responsible for coordinating compliance and investigating complaints.

Right-To-Know Statement

Pursuant to the federal Student Right-to-Know Act, UNCG graduation rates may be obtained from the Office of Academic Advising and Support Services, 159 Mossman Building, UNCG, 1000 Spring Garden Street, Greensboro, NC 27412-5001.

Catalog Issue for the Year
1994-95

Announcements
for 1995-96

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THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

One-Hundred-and-Fourth Annual Undergraduate Catalog

1995 - 1996

UNCG Academic Calendar

Fall Semester 1995

August 12, Sat.	Fall Semester opens
August 12-20, Sat.-Sun.	Orientation, advising and registration for all students based on student population and classification
August 15, Tues.	Academic and Financial Aid Satisfactory Academic Progress Appeals deadline
August 21, Mon.	Classes begin (8:00 a.m.)
August 21, Mon.	Late Registration
August 22-25, Tues.-Fri.,	Schedule Adjustment; Late Registration continues
August 28, Mon.	Last day to change courses or course sections. Exceptions require approval of Academic Advising or the Graduate School
August 28, Mon.	Deadline for graduate students to apply to graduate in Fall 1995 (December)
September 4, Mon.	Labor Day Holiday. Classes dismissed; offices closed
September 5, Tues.	Last day to drop course(s) and receive a refund (less 10%) on tuition and fees
September 29, Fri.	Deadline for undergraduate students to apply to graduate in Fall 1995 (December)
October 2, Mon.	Founder's Day
October 3, Tues.	Six weeks unsatisfactory progress reports due in Registrar's Office
October 13, Fri.	Instruction ends for Fall Break (6:00 p.m.)
October 18, Wed.	Classes resume (8:00 a.m.)
October 20, Fri.	Last day to drop courses without academic penalty
November 1, Wed.	Financial aid application deadline for Spring Semester
November 2-8, Thurs.-Wed.	Spring Semester advising for continuing undergraduate students in major departments, by appointment
November 4-15, Sat.-Wed.	Registration for continuing students for Spring Semester
November 6, Mon.	Final date for oral examinations for December doctoral candidates
November 20, Mon.	Deadline for filing one signed copy of dissertation in the Graduate Office
November 22, Wed.	Instruction ends for Thanksgiving holidays (12:00 noon)
November 27, Mon.	Classes resume (8:00 a.m.)
December 1, Fri.	Competitive scholarship application deadline for entering freshmen
December 3, Sun.	Convocation for December graduates. (1:00 p.m.)
December 6, Wed.	Last day of classes
December 7, Thurs.	Reading Day
December 8-15, Fri.-Fri.	Final Examinations
December 8, Fri.	Final deadline to pay Spring registration bills
December 8, Fri.	Deadline for filing one copy of thesis in the Graduate School Office
December 9, Sat.	Tentative official final exam make-up day (as determined by the administration)
December 15, Fri.	Final date for complete clearance of December candidates for graduate degrees
December 18, Mon.	Tentative official final exam make-up day (as determined by the administration)

CONTACT UNCG COUNSELING AND TESTING CENTER FOR EXACT DATES OF QUALIFYING EXAMINATIONS.

UNCG Academic Calendar

Spring Semester 1996

January 3, Wed.	Academic and Financial Aid Satisfactory Academic Progress Appeals deadline
January 6-9, Sat.-Tues.	Orientation, advising and registration for all students based on student population and classification
January 10, Wed.	Classes begin (8:00 a.m.)
January 10, Wed.	Late Registration
January 11-12, Thurs.- Fri. 16-17, Tues.- Wed.	Schedule Adjustment. Late Registration continues
January 15, Mon.	Dr. Martin Luther King, Jr. holiday. Classes dismissed; offices closed
January 17, Wed.	Last day to change courses or course sections. Exceptions require approval of Academic Advising or the Graduate School
January 17, Wed.	Deadline for graduate students to apply to graduate in May 1996
January 19, Fri.	Deadline for undergraduate students to apply to graduate in May 1996
January 24, Wed.	Last day to drop a course(s) and be entitled to a refund (less 10%) on tuition and fees
February 15, Thurs.	Deadline for undergraduate students to apply to student teach during 1996-97
February 22, Thurs.	Six weeks unsatisfactory progress reports due in Registrar's Office
March 1, Fri.	Financial aid priority filing date for Summer and 1996-97 Scholastic Achievement Award application deadline for entering freshmen
March 2, Sat.	Instruction ends for Spring Break (1:00 p.m.)
March 11, Mon.	Classes resume (8:00 a.m.).
March 13, Wed.	Last day to drop course(s) without academic penalty
March 27, Wed.	Final date for oral examinations for May doctoral candidates
March 28-April 3, Thurs.-Wed.	Summer and/or Fall Semester advising for continuing undergraduate students in major departments, by appointment
March 30-April 10, Sat.-Wed.	Registration for continuing students for Summer and/or Fall Semester
April 10, Wed.	Deadline for filing one signed copy of dissertation in the Graduate Office
April 23, Tues.	Deadline for filing one copy of thesis in the Graduate School Office
April 29, Mon.	Last day of classes
April 30, Tues.	Final date for complete clearance of May candidates for graduate degrees
April 30, Tues.	Reading Day
May 1-8, Wed.-Wed.	Final Examinations
May 12, Sun.	Commencement

Summer 1996

May 27, Mon.	First summer session classes begin
June 3, Mon.	Deadline for graduate students to apply to graduate in Summer 1996
June 28, Fri.	Deadline for undergraduates to apply to graduate in Summer 1996
June 28, Fri.	First summer session final exams
July 8, Mon.	Second summer session classes begin
August 9, Fri.	Second summer session final exams

CONTACT UNCG COUNSELING AND TESTING CENTER FOR EXACT DATES OF QUALIFYING EXAMINATIONS.

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Chancellor's Welcome

Welcome to The University of North Carolina at Greensboro. For more than a century UNCG has been committed to excellence in education, scholarship and service to the people of North Carolina and the nation. The undergraduate academic catalog describes the general and specific nature of our academic and support programs. It is also the source for information about all policies regarding admissions, registration, financial aid and degree requirements. I hope you find the Bulletin informative and helpful as you plan your academic career at UNCG. Additional information about specific areas can be obtained by calling offices listed at the back of the book.

Patricia A. Sullivan
Chancellor

Chapter 1
Introduction

The University

The institution which is now The University of North Carolina at Greensboro was chartered in 1891 to provide higher education for women. Formerly The Woman's College — one of the three original institutions of The Consolidated University of North Carolina — it has been highly regarded now for more than a century for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university.

The student body of UNCG — 64% female and 36% male — comprises approximately 12,000 men and women, about three-fourths of whom are undergraduate and one-fourth graduate students. While 88% are from North Carolina, students come from 40 other states and 43 foreign countries. Minority enrollment is approximately 17%, including approximately 12% African-American students. Approximately 60% of UNCG students receive some type of financial aid.

Among the approximately 500 full-time faculty members are nationally known scholars whose research and creative work regularly contribute new knowledge to their fields; 93% hold terminal degrees in their disciplines. The faculty is committed to excellence in teaching, research, and public service. Faculty members are easily accessible to students through an advisory system and on an informal basis. The ratio of students to faculty is 14.9 to 1.

Academic Programs

The University is organized into a College of Arts and Sciences and six professional schools — those of the Joseph M. Bryan School of Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; and Nursing. Undergraduates have a choice of over 100 areas of study from which to select a major or concentration within a major leading to one of six undergraduate degrees offered: Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Science (BS), Bachelor of Science in Medical Technology (BSMT), and Bachelor of Science in Nursing (BSN)

The UNCG Board of Trustees, acting within the framework outlined for UNCG by The University of North Carolina Board of Governors, determines general directions for UNCG's academic programs. Direct responsibility for administering academic programs rests within the various academic units.

The Chancellor has the responsibility for the administration of all campus programs, academic and non-academic. The Provost coordinates and oversees the graduate and undergraduate academic programs on the UNCG campus.

The University faculty through the Faculty Senate and the Undergraduate Curriculum Committee determines the general framework for UNCG undergraduate degree requirements and approves the programs proposed by academic units.

More than 1,000 courses are available each semester. In addition, since UNCG is a member of the Greater Greensboro Consortium, students may cross-register without additional tuition at Bennett, Elon, Greensboro, and Guilford Colleges, Guilford Technical Community College, High Point University, and North Carolina Agricultural and Technical State University.

The University also offers three doctoral degrees in 13 areas of study, four Master of Fine Arts degrees, and several other master's degrees and post-master's certificates in a wide variety of concentrations. The **Graduate School Catalog** describes these programs in complete detail.

Most **undergraduate degree programs** require 122 semester hours with 24-36 semester hours of work in the major. See Chapter 5 of this catalog for complete descriptions of academic programs and University-wide requirements.

Many special academic programs are available as well. Among these, **Teacher Education** has a long tradition. Five UNCG schools and several departments within the College of Arts and Sciences offer programs leading to teacher liscensure in North Carolina and qualification for licensure in most other states. Students may select licensure programs in 31 subject areas.

The **Honors Program** provides an early opportunity for broad interdisciplinary study with team-taught sessions and independent projects.

Opportunities for **interdepartmental studies** are available in International Studies, African American Studies, Linguistics, Women's Studies, and others.

UNCG's seven **preprofessional programs** offer all of the courses required for admission to medical or dental schools, to pharmacy, veterinary, or physical therapy schools, or as needed for entrance into law school. A two-year preengineering curriculum prepares students to transfer to schools with engineering programs.

Independent study, tutorials, and internships are available in most schools and departments.

Residential College provides a setting for innovative study and unity of academic and social experiences for freshmen and sophomores.

Students interested in **study abroad** for academic credit may select from several opportunities available, through summer study, semester abroad, or the junior year abroad program.

These and other special academic programs are described more fully in Chapter 6.

Campus Life

The 76 buildings on the attractively landscaped campus reflect the 100-year history of the University from the oldest, Foust, (1892), to those currently under construction and renovation. A five level parking deck opened in the Fall of 1994. Moore-Strong Residence Hall, renovated in 1994, houses a living-learning environment, the Cornelia Strong College. Plans are underway for a new music building and a baseball stadium. The Student Plaza, situated in the middle of the campus, is a popular location for outdoor events and informal gatherings.

UNCG is especially rich in the diversity of its arts programs. Weatherspoon Art Gallery, now located in the Anne and Benjamin Cone art center, houses what is considered to be the most outstanding permanent collection of contemporary art in the southeast and offers a showcase for student and faculty work.

University Dance programs provide performance and choreographic opportunities for qualified graduate and undergraduate students in dance. In music, student performing organizations are open to all university students by audition.

A wide-ranging program in theatre has five production programs including the Workshop Theatre, Studio Theatre, UNCG Theatre, the NC Theatre for Young People, and the Summer Theatre. A student-managed campus radio station is housed in Taylor Building. The University Concert/Lecture Series brings exciting and innovative programs in the performing arts to the campus.

Residence life and the many opportunities and services for students are described in Chapter 6, "The University Community," and in the **Student Handbook.**

Student Health Service provides full-time medical services.

The Career Services Center assists students with planning their careers and securing full-time employment after graduation.

The Counseling and Testing Center offers personal counseling, psychotherapy, and outreach programs to assist students with their adjustment to college.

The focal point for campus events is Elliott University Center, which provides space for student government, student publications, and many student organizations, as well as offering movies, concerts, lectures, dances, and parties.

There are over 150 clubs and organizations at UNCG. Choices include honor societies, national societies, service organizations, departmental, professional, religious, and general groups, musical media, Greek, and sports clubs and organizations. UNCG is one of only six higher educational institutions in North Carolina approved to have a chapter of Phi Beta Kappa.

Eight Greek fraternities and eight sororities have chapters on campus and offer a channel for social growth.

UNCG has a fourteen-team intercollegiate athletics program and, in 1991, began competition in the NCAA Division I. A wide choice of intramural sports and club sports is also offered on campus. A new recreation center opened several years ago and offers a full range of recreational services to the campus.

The UNCG campus consists of approximately 190 acres located near the center of Greensboro, the state's third largest city. Greensboro has an approximate population of 200,000, while the greater Triad area has a population approaching 1,000,000. Located midway between Washington and Atlanta, Greensboro is but two hours from the mountains, and about four hours from the coast. Greensboro is a dynamic city, offering a splendid setting for a university. In return, for over 100 years, UNCG has enriched Greensboro with its widely diversified academic community.

The Mission of The University of North Carolina at Greensboro

(Approved by the Board of Trustees, April 8, 1993)

Dedicated to teaching, research, and service for the benefit of the people of North Carolina, The University of North Carolina at Greensboro provides excellence in mutually supportive undergraduate and graduate education. This mission is based upon its legacy of distinguished undergraduate education for women and on the responsibilities inherent in its present role as a doctoral-granting university.

Committed for more than a century to accomplished teaching and scholarship, the University fosters knowledge, intellectual skills, and the joy of reasoned inquiry in its students so that they may become thoughtful and responsible members of society. It affords an exceptional opportunity for all students, at any stage in their lives, to secure professional or other specialized preparation firmly grounded in the liberal arts. In carrying out its responsibilities for research and creative endeavor, the University offers undergraduate and graduate programs of distinction and aims for national recognition for certain graduate programs, including all doctoral programs.

The University has a proud tradition of professional and public service. Recognizing that the society it serves is global, the University applies its intellectual resources to enhance the quality of life in the Piedmont Triad region, the state of North Carolina, the nation, and the world.

The University is dedicated to sustaining a community in which women and men of every race are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of

others. As an institution in an urban setting, the University offers students a rich array of experiential opportunities. Through its co-curricular programs, the University contributes to the social, aesthetic, and ethical development of its students and supports them as they pursue their academic goals. Intellectual curiosity and tolerance, the natural resources of any learning environment, are cultivated and prized by the University community.

ACCREDITATION

The University of North Carolina at Greensboro is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, Specialist's, and Doctor's degrees.

Teacher Education programs have been approved at the state level by the North Carolina Department of Public Instruction and at the national level by the National Council of Accreditation in Teacher Education.

Programs in the professional schools and in some departments of the College of Arts and Sciences are also accredited by relevant professional agencies. Where applicable, such accreditation is noted in the respective sections in Chapter 5, "Academic Programs."

AFFIRMATIVE ACTION PLAN

(March 25, 1973, Chapter II, reaffirmed in Affirmative Action Plan)
(Revised 1983)

University Commitment to Nondiscriminatory Policies and Practices

The University of North Carolina at Greensboro is fully committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 1100 West Market Street (919-334-5009), is responsible for coordinating compliance and investigating complaints.

This policy is stated officially in various documents adopted formally by responsible University agencies. The Code adopted by the Board of Governors of The University of North Carolina affirms the following statement:

> "Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin." (Chapter 1, Section 103)

At The University of North Carolina at Greensboro, the following statement has been formulated to express the commitment to Affirmative Action:

> "It is the goal of The University of North Carolina at Greensboro to achieve within all areas of employment a diverse faculty and staff capable of providing for excellence in the education of its students and for the enrichment of the total university community. In seeking to fill openings, every effort will be made to recruit in such a way that women and individuals from minority groups will have an equal opportunity to be considered and appointed to all vacant positions."

The University appoints and promotes for all job classifications without regard to race, color, national origin, sex, age, religion, handicap, or veteran status in such manner as is consistent with achieving a staff of diverse and competent persons.

The University administers all personnel actions such as compensations, benefits, pro-

motions, grievance procedures, transfers, training and educational programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreational programs without regard to race, color, national origin, sex, religion, handicap or veteran status.

The University maintains a standing committee on equal employment opportunity and intergroup relations appointed by the Chancellor, to act in an advisory capacity to him and to other members of the University responsible for affirmative action and to act as an agency to monitor the implementation of affirmative action.

All employees of the University are expected to support the principle of and contribute to the realization of equal employment opportunity. Affirmative action is a priority concern in all facets of operation.

Chapter 2
Admissions

Admissions

UNCG seeks men and women with ability, character, motivation, and the intellectual potential to meet UNCG standards of performance. UNCG's admission decision is based upon an evaluation of the applicant's secondary school record and/or college record, including the overall grade point average and SAT I or ACT scores. These factors are used to determine the applicant's probability of success at UNCG.

This policy applies to the admission of freshmen and transfer students. The University of North Carolina at Greensboro is fully committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 1100 West Market Street (910/334-5009), is responsible for coordinating compliance and investigating complaints.

For traditional freshman and transfer applicants, interviews are not used as criteria for admission. Individual appointments for information purposes may be arranged by contacting the Office of Admissions, 910/334-5243, at least two weeks in advance of the date a campus visit is planned. Nontraditional Adult Students applying through the Adult Continuing and Evening Students (ACES) Office are required to schedule an interview with an ACES advisor, 910/334-5757.

Adult students who do not meet regular admission requirements may seek admission through the Adult Continuing and Evening Students (ACES) program (see pp. 17-18).

Overenrollment or state budgetary constraints may require the restriction of admission during a given year or the adjustment of minimum requirements or application deadlines.

Freshmen

A freshman is defined as a student who is a high school graduate and who has not attended college. Admission into the freshman class implies that the student will eventually become a candidate for a bachelor's degree. A student who has college credit totaling fewer than 24 semester hours from a regionally accredited institution is designated as a "freshman-transfer" and must meet requirements under both transfer and freshman admissions programs.

Secondary School Preparation

Candidates for admission to the freshman class must submit a secondary school diploma (or its equivalent) and *at least* 15 acceptable units of credit from an accredited secondary school. (A unit is defined as credit given for a

Required Secondary School Units

English (emphasizing grammar, composition, and literature)	4
Foreign Language (two years of one foreign language)	2
Mathematics (Algebra I, Algebra II, Geometry)	3
Science (including at least 1 unit in life or biological science, at least 1 unit in physical science, at least 1 laboratory course)	3
Social Science (1 unit in US history; 1 unit in history, economics, sociology or civics)	2
Electives	1
Total required units:	**15**

course which meets for one period daily during the entire school year or its equivalent.) Students must present the units described in the chart at the bottom of page 13.

It is recommended that prospective students take one foreign language unit and one mathematics unit in the twelfth grade.

Nonaccredited Secondary Schools

Applicants from nonaccredited secondary schools must meet the same requirements for secondary school courses and SAT I scores as applicants from accredited secondary schools.

Application Procedure for Freshmen

1. Complete the UNCG application forms. A $35.00 application fee must accompany the application. This fee covers the cost of processing the application, and is subject to change. It is not refundable and is not applicable toward tuition or other costs.

Early application for admission is recommended; however, the priority deadline for submitting the application is March 1 for the fall and November 1 for the spring semester. The final deadlines are August 1 for fall and December 1 for spring.

2. Submit an official transcript of secondary school work. Applicants must request their guidance counselors to forward their transcripts, including courses in progress, cumulative grade point average, and rank in class, directly to the Office of Admissions. Students currently enrolled in secondary school should request that the courses in progress and cumulative grade point average be listed on the transcript.

3. Take the Scholastic Assessment Test (SAT I) administered by the College Board. This test should be taken in the spring of the junior year and in the fall of the senior year of secondary school if possible. Test scores must be sent directly from the College Board to the Office of Admissions. UNCG's College Board code number is 5913. For information about the SAT I, write College Board, P.O. Box 592, Princeton, NJ 08540.

American College Test (ACT) scores are acceptable in lieu of SAT I scores. Test scores should be sent directly from The American College Testing Program, P.O. Box 168, Iowa City, IA 52240. UNCG's ACT code number is 3166.

Additional admissions requirements for all applicants are listed on pp. 15-16.

Transfer Students

Well-qualified students with 24 academic semester hours or more of college credit from a regionally accredited institution are encouraged to transfer to UNCG to continue their studies. A student who has college credit totaling fewer than 24 semester hours from a regionally accredited institution is designated a "freshman-transfer" and must meet requirements under both transfer and freshman admissions programs. Applicants who are 2 + 2 Articulation students, Former UNCG students, or Nontraditional Adult students should refer to pp. 17-18.

Requirements and Procedures

Transfer students must have a 2.0 or better average on a 4.0 scale on all previous work attempted and on all transferable course work from a regionally accredited college or university. Grade point averages are recalculated to determine admissibility. Transfer students must be in good standing and eligible to return to their last attended institution.

The priority deadline for submitting the application is March 1 for the fall and November 1 for the spring semester. Final deadlines are August 1 for fall and December 1 for Spring. Students must submit the following:

1. **UNCG application forms showing true and complete information.**
2. **Official transcript from the secondary school attended.** Transfer students must present 15 acceptable units of credit from an accredited secondary school. (See specific course units listed in "Freshmen" section, p. 13). Transfer students not meeting this requirement should refer to the section on entrance deficiencies (pp. 19-20.)

3. **Official transcripts from each postsecondary institution** previously attended (including summer school and extension).
4. **A list of courses in progress** including course number, course name, and semester/quarter hours of credit.
5. **An application fee, currently $35,** not refundable and not applicable toward tuition and other costs.

After receipt of the above credentials, the UNCG admissions office staff reviews the application to determine the number of semester hours of credit for previous college-level work which can be transferred to UNCG and applied toward a bachelor's degree. Transfer credit to be awarded is determined by the quality as well as the quantity of the student's previous college work. Course work completed with a grade of D will not transfer hours of credit but may be used to fulfill course requirements. A copy of the credit evaluation generally accompanies the acceptance letter.

Additional Admissions Requirements for All Applicants

Selected majors and programs have special admission and progression requirements in addition to admission to the University.

College of Arts and Sciences. Biology majors must maintain a 2.0 GPA in all courses taken at UNCG. Classical Studies majors must have a 2.0 GPA in all courses in the major.

A 2.3 GPA is required for the Speech Communication major; the Media Studies major requires a GPA of 2.2. A GPA of 2.7 is required for Theatre Arts Certification, Speech Pathology and Audiology, and Education of the Deaf majors. (For all Broadcasting/Cinema and Theatre and for all Communication majors, only grades of C- or better in BCT, CSD, CST, and EDC courses will count toward the major.)

Students majoring in English may count no grade less than C- in the major toward the degree. (Admission to teacher education and student teaching in English requires a minimum GPA of 2.75). History majors must maintain a 2.0 GPA in all history courses.

Mathematics and Computer Science majors must maintain a 2.0 GPA in all mathematical science courses. Physics majors must maintain a 2.0 GPA in all required physics and math courses.

School of Business and Economics. A 2.0 GPA is required for admission and retention in all programs.

School of Education. A GPA of 2.75 is required for admission to the teacher education program in Elementary or Middle Grades Education. Transfer students planning to pursue those majors should contact the School of Education Student Information & Advising Office.

Admission to teacher education at the secondary level requires a minimum GPA of 2.5, except where higher GPA requirements are noted. Applications for admission should be filed in the Teacher's Academy (319 Curry) during the second semester of the sophomore year. Transfer students must apply after they have completed 12 semester hours in residency.

School of Health and Human Performance. Dance majors are admitted by application only. A grade of C or better is required for all dance courses. Exercise and Sports Science majors in the Physical Education Teacher Education concentration must meet the 2.5 GPA required for admission to the Teacher's Academy. Health Education majors must have a 2.2 cumulative GPA and a 2.5 GPA in all health courses.

School of Human Environmental Sciences. The department of Human Development and Family Studies has a 2.2 GPA requirement. Interior Design majors are admitted by interview only and transfers must have a 2.5 GPA for admission. (A GPA of 2.0 must be maintained to continue in the program.) Social Work majors are admitted to field instruction after achieving 84 hours with a 2.3 GPA

School of Music. All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music. Such auditions should be arranged in advance through the School of Music. Students should write the School of Music, 107 Brown Building, UNCG, Greensboro, NC

27412-5001, for information. Music Education majors must have a 2.5 GPA for admission into the Teacher's Academy.

School of Nursing. A minimum GPA above 2.0 is required for admission. Students transferring into the School of Nursing from another baccalaureate nursing program must have a letter of reference from the administrative head of that nursing program. This reference should be sent directly to the Dean of the School of Nursing. Credits with a nursing designation do not transfer. The application deadline for upper division is February 1.

ADMISSIONS DECISION

After all required information is in the Office of Admissions, applicants are notified by letter of their acceptance, rejection, or other action taken on their applications.

Intent to Enroll Card

Students admitted before April 1 for fall semester must return this card by May 1. Students admitted after April 1 for fall semester and all students admitted for spring semester must return this card within 4 weeks from the date on their letter of admission. If this form is not received, the student's application is subject to cancellation. Students must also submit a completed medical history form prior to enrolling.

INTERNATIONAL STUDENTS

International applicants must complete the special international application and return all required documents **on or before the international deadline** as specified in the international application. International applicants should present Scholastic Assessment Test results along with all applicable transcripts from secondary and postsecondary schools. International applicants whose native language is not English should also present TOEFL results in support of their application.

Prior to admission, applicants must submit evidence of adequate financial support to cover their expenses for their first year of study at the University as specified on page 26 of this catalog. The University will issue the necessary visa documentation only to those students who are formally admitted to the University. **International students should not leave their native countries intending to enroll at the University until they have received a formal letter of acceptance and all appropriate visa documentation.**

VISITING STUDENTS

College Level

A student who is currently working towards a degree at another institution but wishes to take courses at UNCG during the regular term is classified as a "visiting" student.

To be considered for admission as a visiting student, an applicant must:

1. Submit the regular application forms and the application fee.

2. Have the dean of the home institution send the Office of Admissions written permission to take the specific courses here which will be acceptable for transfer credit at that institution. Written permission must be submitted for each semester that the applicant wishes to attend UNCG. Visiting students may not continue beyond one semester without providing additional permission from the dean of the home institution.

3. Have an official transcript from that institution forwarded to the Office of Admissions.

Visiting students must have a 2.0 GPA or better average on a 4.0 scale on all previous work attempted. They must be in good standing and eligible to return to their last attended institution.

Secondary School Level

The University provides secondary school students who have strong academic records the opportunity to begin their college studies early and to supplement their secondary school curriculum. Secondary school juniors or seniors can be considered for enrollment in courses as visiting students by submitting an application, the application fee, a high school transcript, and a letter of permission from their principal.

Enrollment as a visiting secondary school student does not imply regular admission to UNCG.

ADULT CONTINUING AND EVENING STUDENTS PROGRAM

The Adult Continuing and Evening Students (ACES) program provides expanded opportunities for adult, non-traditional and returning UNCG students who qualify. Several evening degree programs are available for such individuals on a part-time or full-time basis. Many other programs are available during the day. The Office of Adult Continuing and Evening Students will offer assistance in the form of admissions advising, and support services. The ACES office is open 8am to 8pm, Monday through Thursday, and 8am to 5pm on Friday. The phone number for the ACES Office is 910/334-5757.

NONTRADITIONAL ADULT STUDENTS

UNCG encourages qualified adult students to complete their undergraduate degree with support from the Office of Adult and Continuing Students (ACES).

Persons who have been away from formal school for at least 12 consecutive months may apply as nontraditional adult students. They must have completed high school or earned a GED. If their graduation from high school occurred in 1988 or later, they must fulfill Minimum Admissions Requirements as listed on p. 13 of this chapter. Additionally, an interview with an ACES advisor is required.

If admitted as a nontraditional adult student, they must successfully complete 15 semester hours with a 2.0 GPA at UNCG and must remove mathematics deficiencies before they may request reclassification as freshman through senior status (depending upon the number of credit hours completed). See Chapter 4, "Academic Regulations."

To apply for acceptance as a nontraditional adult student, an applicant should do the following:

1. Complete the UNCG ACES application forms and return them to the Office of Adult Continuing and Evening Students with the application fee.

2. Submit official transcripts from the secondary school attended (and/or General Educational Development equivalency scores) and from any post-secondary institutions attended, including summer school and extension.

3. Submit discharge papers (DD 214) from the armed services if applicable.

4. Schedule a preadmissions conference with an advisor in the Office of Adult Continuing and Evening Students.

Applicants will be notified of action taken as soon as possible. They should confirm their intention to enroll by completing the "intent to enroll" card and returning it to the Office of Adult Continuing and Evening Students by May 1 (if admitted before April 1) or within four weeks from the date of acceptance. Confirmation of late acceptance must be made by the deadline for registration. Before enrolling, students must submit a medical report form supplied in the **Enrollment Handbook.**

FORMER UNCG STUDENTS

Former UNCG students who have not attended any other post-secondary institution during the interim are eligible to continue their enrollment after discontinuing their studies for one or more semesters. You should contact the Adult Continuing and Evening Students (ACES) Office, 104 Elliott University Center, UNCG, Greensboro, NC 27412-5001 for information.

Former UNCG students who have attended another post-secondary institution since leaving the University are required to submit official transcripts to the ACES Office. An overall and transferable 2.0 or better average on a 4.0 scale must be maintained on all course work attempted since leaving the University. You will be required to submit a new application for evaluation of your transfer credit and should contact the ACES Office to obtain application materials.

2+2 (ARTICULATION AGREEMENT) STUDENTS

UNCG is proud to be one of the first institutions in North Carolina to enter into 2 + 2 Articulation Agreements with local community colleges for students transferring from specific Associate in Applied Science degrees into accredited Bachelor of Science programs.

Agreements currently exist with Guilford Technical Community College, Forsyth Technical Community College, and Alamance Community College in these AAS programs: Business Administration, Marketing and Retailing, and Accounting (for transfer into Management and Marketing only); Early Childhood (for transfer into Child Development, Preschool only); and Nursing (BSN only). Davidson, Randolph, Rockingham, Surry and Sandhills Community Colleges have also signed agreements in Business Administration and Accounting (for transfer into Management/Marketing only). Specific details of each agreement may be obtained from the UNCG ACES Office, Academic Advising and Support Services Office, or the community college involved.

2 + 2 Articulation students are transfer students with several unique requirements and procedures. All details governing their enrollment are provided for in the Articulation Agreements. The decision for admission is based on successful completion of the Associate of Applied Science Degree and other specific factors outlined in the 2 + 2 Articulation Agreement. These applicants must complete all procedures listed above under Nontraditional Students except for #2 and apply through the ACES Office.

2 + 2 Articulation Program students must meet the GPA requirements of the UNCG School of their major as designated in the Articulation Agreement.

SECOND BACCALAUREATE DEGREE STUDENTS

An applicant who holds a baccalaureate degree from a regionally accredited institution and who wishes to take undergraduate work toward a second baccalaureate degree in a different field should follow the instructions below:

1. Complete the application forms and return them to the Office of Adult Continuing and Evening Students with the application fee.

2. Submit official transcripts from each postsecondary institution previously attended (including summer school and extension).

An applicant holding a baccalaureate degree and taking work for credit for other purposes must apply through the Graduate School. EXCEPTION I: second-degree applicants to Preprofessional Programs, including the Pre-Medical Program, should apply through the Office of Adult Continuing and Evening Students. EXCEPTION II: All students seeking initial teacher's licensure should contact the ACES Office.

UNCLASSIFIED ENROLLMENT

Students who do not wish to pursue an undergraduate degree at this time may apply through the Office of Adult Continuing and Evening Students (ACES) to be an "unclassified" student. **Enrollment as an unclassified student does not constitute admission to the University.**

To enroll as an unclassified student, an applicant should fill out an undergraduate application in its entirety - including the application fee - and return it to the Office of Adult Continuing and Evening Students. Former UNCG students are not eligible for this program but must apply as former UNCG students (see above).

An applicant enrolled through the unclassified category will be permitted to take no more than 7 semester hours of credit per term

and is not eligible for any kind of University financial aid. An applicant who has previously attended another college must be eligible to return to that institution. If the student desires to be considered for degree-seeking status, all records must be submitted to the Office of Adult Continuing and Evening Students and the Unclassified Change Request Form must be completed and signed. At this time the records will be reviewed to determine if the student is eligible to become degree-seeking according to admissions policies. If not eligible, the student must complete at least 15 semester hours at UNCG with a 2.0 GPA and have no mathematics deficiencies.

All students will have to meet the University's continuing-in-education requirements as defined in the catalog to be able to continue their academic endeavors.

Within specific guidelines, some students may be permitted to enroll in an unclassified status to satisfy admission requirements that were not met in high school (see Entrance Deficiencies, pp. 19-20).

Students are required to submit a medical report form (in the **Enrollment Handbook**) with appropriate verification of immunizations. This form must be completed under the conditions established for all admitted students (see "Admissions Decision", p. 16).

Part-Time Degree Students

Students who plan to enroll on a part-time basis, but who wish to work toward a degree, are considered "part-time degree students" and should follow the standard admissions procedures. Part-time students are those who enroll in less than 12 semester hours. Tuition and fees are determined by the number of semester hours taken and by in-state or out-of-state residency.

Immunization Clearance

Students who have been admitted to UNCG are required by North Carolina State law to submit a medical report form with appropriate verification of immunizations. This form is supplied by the admitting office and must be satisfactorily completed and returned to Gove Student Health Center. **Failure to comply with this requirement within thirty calendar days from the first day of registration will result in the student's being administratively withdrawn from the University.** Once dropped from the University, the student must re-apply for admission should he or she wish to return the following semester or any time thereafter. This requirement applies to **all** students, regardless of whether they are part-time or full-time. **Students subjected to an administrative withdrawal for failure to comply with medical clearance requirements are not entitled to a refund** with the exception of a pro rata refund of board charges (if applicable); see pp. 32-33 for refund policies. Students with financial aid will be considered to have used a semester of financial aid eligibility.

Entrance Deficiencies

All deficiencies must be removed before graduation from the University.

High School Subject Deficiencies

Foreign Language. A student deficient in one or two foreign language units may be admitted. If admitted, the student must remove the deficiency prior to the completion of 60 semester hours. Deficiencies can be removed by completing the course in an approved secondary school, or by completing the appropriate college-level course in the area of the deficiency. Removal of a two-unit foreign language deficiency requires successful completion of two college-level courses in the same language. Removal of a one-unit language deficiency requires the successful completion of one college-level course at the 102 level. Students admitted with a one-unit deficiency in French or Spanish (and who wish to continue with the same language) must take the Language Placement Test to determine the level at which they will be allowed to begin their study of the language at UNCG.

Other Deficiencies. Students who graduated from high school in or after the Spring of 1988 and who are deficient in any high school

unit except foreign language must complete a minimum of six semester hours (or nine quarter hours) with grades of "C" or better in each of the following subject areas — English, mathematics, natural sciences, and social sciences — BEFORE they can be admitted to UNCG. These courses must be taken at an accredited institution of higher education and must be creditable towards a degree at UNCG.

Postsecondary Course Deficiencies

2 + 2 Articulation Program Deficiencies. Students who have not completed the A.A.S. degree with all articulation requirements met are admitted to UNCG as candidates for formal admission to the School of the 2 + 2 Program with a deficiency. The deficiency(s) must be removed before these students can be formally admitted to the School of the major program.

Course Credit and Advanced Placement

Advanced placement credit or exemption from specific degree requirements may be granted by UNCG. Students should contact their secondary school counselors regarding dates and local test centers.

College Board Advanced Placement (AP) Program

Secondary school students enrolled in AP courses may receive college credit by taking AP examinations upon completion of the courses and forwarding the results to the Office of Admissions for evaluation.

ADVANCED PLACEMENT EXAMS

Exam	Score Required	Hours Granted	Courses
American History	3	6	History 211, 212
Biology	3	8	Biology 111, 112
Chemistry	3	4	Chemistry 111, 112 after completion of 114/115
Chemistry	4	7	Chemistry 111, 112, 114 after completion of 115
Computer Science AB	3	3	Computer Science 130
Computer Science AB	4	6	Computer Science 130, 230
Computer Science A	4	3	Computer Science 130
English - Literature & Composition	3	3	English 104
English - Literature & Composition	4	3	English 101
English - Literature & Composition	5	6	English 101, 105W
English - Language & Composition	3	3	English 104
English - Language & Composition	4	3	English 101
English - Language & Composition	5	6	English 101, 102
European History	3	6	HIS 222 & History Elective
Economics - Macro	4	3	Economics 202
Economics - Micro	4	3	Economics 201
French Language	4	6	French 203, 204
French Language	3	3	French 203
French Literature	4	6	French 301, French elective
French Literature	3	-	Exemption, no credit

German Language	4	6	German 203, 204
German Language	3	3	German 203
Government and Politics: American	3	3	Political Science 200
Government and Politics: Comparative	3	3	Political Science 260
History of Art	4	3*	Course to be determined
Latin - Vergil	4	3	Latin 204
Latin - Vergil	3	3	Latin 203
Latin - Catullus, Horace	4	3	Latin 204
Latin - Catullus, Horace	3	3	Latin 203
Mathematics - Calculus AB	3	3	Mathematics 191
Mathematics - Calculus AB	4	6	Mathematics 191, 292
Mathematics - Calculus BC	3	6	Mathematics 191, 292
Music Listening/Literature	3	3	Music 241 (for non-music majors)
Music Listening/Literature	4	3**	Music 332 or 333 (for music majors)
Music Theory	3	3	Music 101, 105
Music Theory	4	6	Music 101, 102, 105, 106
Physics B	3	6	Physics 101,102
Physics C	3	6	Physics 291, 292
Psychology	3	3	Psychology 221
Spanish Language	4	6	Spanish 203, 204
Spanish Language	3	3	Spanish 203
Spanish Literature	4	6	Spanish 305, Spanish elective
Spanish Literature	3	-	Exemption, no credit
Studio Art: General Portfolio	3	2	Art elective
Studio Art: Drawing	3	2	Art elective

* Examination papers will be read by the department to determine exemption

**Amount of credit or exemption to be determined by faculty interview.

College Board SAT II: Subject Tests

Those who have strong academic preparation are encouraged to take one or more of the exams listed below. Examination dates are available in secondary school counseling centers or by writing to College Board, Box 592, Princeton, NJ 08540. Score requirements listed below apply only to tests taken prior to April 1995. Score requirements for placement and credit will be different for tests beginning in April 1995.

COLLEGE BOARD SAT II: SUBJECT TESTS

Exam	Score Required*	Hours Granted	Courses
American History	700-800	6	History 211, 212
American History	650-699	6	After completion of six hours of history at 200 or 300 level with at least a 2.0 average
English Composition	700-800	3	English 101
English Composition	650-699	-	Exemption from English 101
English Literature	700-800	3	English 212

English Literature	650-699	-	Exemption from English 212
European History	700-800	6	Western Civilization 101, 102
Foreign Language	550-800	3	Foreign Language 204 Intermediate level requirement met.

**For tests taken prior to April 1995*

College Level Examination Program (Subject Examinations Only)

The College Board offers these examinations at permanent test centers throughout the United States. Test center information can be obtained from secondary school counselors or by writing to C.L.E.P., Box 6600, Princeton, NJ 08540. The test is designed for persons who have done college-level work outside college and can successfully demonstrate what they know.

COLLEGE LEVEL EXAMINATION PROGRAM (SUBJECT EXAMS ONLY)

Exam	Essay Required	Minimum Score	Hours Granted	Courses
Accounting, Introductory	Yes*	50	6	Accounting 201, 202
American History	Yes*	50	6	History 211, 212
American Literature	Yes*	50	6	English 251, 252
Biology	No	50	8	Biology 111, 112
Calculus, Introductory	No	50	6	Mathematics 191, 292
Chemistry, General	No	50	6	Chemistry 111, 114
Economics, Introductory	Yes**	50	6	Economics 201, 202
College Composition	Yes*	50	3	English 101
English Literature	Yes*	50	6	English 211, 212
Foreign Language	No	50	6	Foreign Language 203, 204
Sociology, Introductory	No	50	3	Sociology 211

*An "Excellent" rating on the essay is required.
**A grade of "C"or better on the essay is required.

Transfer Credit Regulations

Accreditation. UNCG accepts the accreditation of the North Carolina State Department of Public Instruction for colleges in North Carolina and the Southern Association of Colleges and Schools Commission on Colleges. Colleges and universities outside North Carolina must have accreditation from the appropriate regional accrediting agency for the transfer credit to be accepted.

Nonaccredited Institutions. Applicants from nonaccredited institutions must meet the requirements in effect for admission to the freshman class, including satisfactory secondary school records and SAT I scores, as well as meeting the transfer requirements of a 2.0 GPA average on a 4.0 scale.

Validating Examinations. Some departments at UNCG require an examination to validate transfer credit. These examinations are administered by the department or school involved.

Professional School Admissions. Admission to the University does not constitute selection into any of the professional schools.

Two-Year College Transfer Credit Limit. Transfer students who enter UNCG after attendance at two-year colleges receive transfer credit for no more than 64 semester hours from two-year institutions.

Extension Credit. UNCG extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 semester hours in extension and/or correspondence credits may be applied towards an undergraduate degree. Academic departments may establish such course and credit limitations in acceptance of extension credit as may be required by specific degree programs.

Although UNCG extension credit is treated as transfer credit at the time of admission, it will thereafter be considered "residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence Credit. Up to 64 semester hours in correspondence and extension credit may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of correspondence credit as may be required by specific degree programs.

Although UNCG correspondence credit is treated as transfer credit at the time of admission, it will be thereafter considered "residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence credit earned from institutions other than UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Only hours will be applied toward the UNCG degree.

GREATER GREENSBORO CONSORTIUM

A student attending a college or university in the Greater Greensboro Consortium (Bennett, Elon, Greensboro, Guilford, High Point, and Guilford Technical Community Colleges and North Carolina Agricultural and Technical State University) is not classified as a visiting student at UNCG and does not go through the admissions process for the fall or spring semesters. Students wishing to register for courses here through the Consortium should contact the registrar of their home institution. For the Summer Sessions, the Consortium is in effect only with North Carolina Agricultural and Technical State University. Bennett, Elon, Greensboro, Guilford, High Point, and Guilford Technical Community College students interested in taking courses in the UNCG Summer Sessions should request a bulletin from the Summer School Office (910/334-5416) and submit the application form found in the bulletin.

AUDITORS

Auditing a course is the privilege of being present in the classroom when space is available. No credit is involved, no examinations are required, and no grades are reported. Attendance, preparation, and participation in classroom discussion and activities are at the discretion of the department head and/or instructor. Admission is determined following the close of regular student registration.

Registered Auditors

A currently enrolled student may audit a course upon the written approval of his faculty advisor and the instructor and must register officially for the course. A student paying full tuition and fees may audit one course per semester without additional fee. A registered part-time credit student may not audit more than two courses per semester and is charged a $15.00 fee for each audited course. Fees are payable in full at the time of enrollment.

Persons not officially registered at UNCG who desire a record of enrollment as an auditor should follow regular admission, registration, and fee payment. The fee is $163.50 in-state and $896.50 out-of-state for each course audited.

Visiting Auditors

A person not officially registered at UNCG who desires to audit a course without a record may secure an application form from the Office of Continuing Education. To audit a 600-or 700-

level course, a student must hold a bachelor's degree. Visiting auditors are admitted to lecture courses when space is available with the approval of the department head in consultation with the instructor teaching the course requested. A fee is charged for each course audited. For more information, contact the Office of Continuing Education, 209 Forney Building, 910/334-5414 or 1-800-306-9033.

Summer Session

Students continuing their education at UNCG receive Summer Session registration materials along with Fall registration materials in late March of each year. Continuing students may register for Summer Session in April at the same time they register for the next Fall semester.

New or visiting students planning to attend summer session at UNCG must complete an Application for Summer Session form. A copy of the Summer Session Bulletin and the application form may be obtained in early March by contacting the Office of Summer Session, UNCG, Greensboro, NC 27412-5001 (910/334-5416). For credit information see p. 56.

Admission to Summer Session does not constitute admission to the University for fall or spring semesters.

Continuing Education Programs

The Office of Continuing Education offers undergraduate credit as well as a variety of special non-credit programs that extend its academic resources to meet professional and personal learning needs of individuals.

These programs may be offered on or off campus, and include regular University credit courses, short courses, workshops, institutes, conferences and teleconferences, and study abroad. The State requires that such educational service be self-supporting; therefore, fees are assessed for the cost of such programs and are separate from regular University tuition. Persons need not be admitted to UNCG in order to register for these courses. Students wishing to include extension work in their program should consult their advisors.

Registration is handled by the Office of Continuing Education and Summer Session, 209 Forney Building, 910/334-5414 or 1-9-800-306-9033.

Senior Citizens

Residents of North Carolina age 65 or older who meet applicable admission requirements may enroll tuition free on a space available basis. The availability of course space is determined by the Registrar at the close of registration for any given semester.

Veterans

Veterans' enrollment certification is handled by the Office of the Registrar, 910/334-5946.

UNCG is on the list of approved institutions which can provide training under the Veterans Administration Educational Training Program. A veteran wishing to receive educational benefits should apply first to the Veterans Administration for a Certificate of Eligibility. The student then applies for admission to UNCG through normal admissions procedures. The issuing of a Certificate of Eligibility by the VA does not automatically assure a student of admission to UNCG.

When enrolling at UNCG, the veteran should present a Certificate of Eligibility to the Registrar requesting that certification of enrollment be sent to the VA. This Certification of Enrollment is necessary before educational benefits can be received. Certification of Enrollment must be requested each year and again in summer school.

Reserve Officers' Training Corps

The United States Air Force and Army Reserve Officers' Training Corps programs are available to UNCG students at North Carolina A & T State University (in Greensboro). As a

member of the Greater Greensboro Consortium, UNCG offers students these opportunities for leadership training and a commission in the Army or Air Force through cross-registration.

The University will grant credit for certain ROTC courses taken at A&T State University as part of the Consortium arrangement. UNCG students will be awarded elective credit and quality points for junior and senior level ROTC courses completed at A&T State University through the Consortium.

Elective credit shall not exceed eight semester hours for Army ROTC, and twelve hours for Air Force ROTC.

ACCELERATED MASTER'S PROGRAMS FOR UNDERGRADUATES

The University of North Carolina at Greensboro has developed a limited number of accelerated programs that will allow qualified undergraduates, especially those having Advanced Placement Credit, to earn both a bachelor's and a master's degree in approximately five years. These programs allow undergraduate majors to continue to pursue graduate work in the same discipline as their bachelor's degree, or secondly, by carefully choosing electives, to complement the undergraduate major with graduate study in another area.

Although formal admission to an accelerated program is usually in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should speak with an advisor in the department of their undergraduate major as early as possible.

GRADUATE STUDENTS

Students interested in working toward a graduate degree or students who hold a bachelor's degree and wish to continue their general education should consult the **Graduate School Catalog** for admission information. The catalog can be obtained from the University Bookstore, Elliott University Center.

Chapter 3
Expenses and Financial Aid

Tuition and Fees

The expense figures listed in this chapter are for the **1994-95** academic year. Revised rates for 1995-96 were not available at the time this book was published. Questions regarding current fees should be directed to the Cashier's Office (910/334-5831). *UNCG reserves the right to make changes in these charges without advance notice.*

1994-1995 UNCG Annual Undergraduate Expenses for Full-Time Students Living on Campus

Tuition and Required Fees (per year)	
Tuition and Academic Fees	
In-State Students	874.00
Out-of-State Students	8,400.00
Athletic, Activity, and Facilities Fees	630.00
Health Service Fee	188.00
Education & Technology Fee	73.00
Room and Board (per year)	
Basic Room with telephone service, no a/c	
Double Occupancy	1,791.00
Single Occupancy	2,433.00
Dining Plans (per year)	
19 meals per week, no cash	1,590.00
15 meals per week, plus $100 cash per semester	1,790.00
150 meals per semester, plus $150 cash per semester	1,790.00
60 meals per semester, plus $300 cash per semester	1,300.00
Total annual cost for MOST in-state students living on campus	**$5,146.00**
Total annual cost for MOST out-of-state students living on campus	**$12,672.00**

Note: Students living on campus are **required** to contract with UNCG for room and board. Students living off campus pay only the tuition and required fees.

The tuition and academic fees paid by UNCG students only partially cover the cost of the education they receive. The remaining costs are met by funds from the State of North Carolina, from the UNCG Excellence Fund, and from alumni, friends, corporations, foundations, and the federal government.

Schedule of Tuition and Fees Per Semester for Undergraduates (based on 1994-95 rates)

Credit Hours	Tuition In-State	Tuition Out-of-State	Health Fee	Athletic, Activity, Facilities Fee	Educ & Tech Fee	Total In-State	Total Out-of-State
0	$109.00	$1,050.00	$ 0.00	$ 26.50	$ 3.00	$138.50	$1,079.50
1	109.00	1,050.00	0.00	26.50	3.00	138.50	1,079.50
2	109.00	1,050.00	0.00	52.75	6.25	168.00	1,109.00
3	109.00	1,050.00	0.00	79.00	9.25	197.25	1,138.25
4	109.00	1,050.00	0.00	105.25	12.25	226.50	1,167.50
5	109.00	1,050.00	0.00	131.50	15.25	255.75	1,196.75
6	219.00	2,100.00	0.00	157.50	18.25	394.75	2,275.75
7	219.00	2,100.00	0.00	184.25	21.50	424.75	2,305.75
8	219.00	2,100.00	0.00	210.25	24.40	453.75	2,234.75
9	328.00	3,150.00	70.50	236.50	27.50	662.50	3,484.50
10	328.00	3,150.00	70.50	262.75	30.50	691.65	3,513.75
11	328.00	3,150.00	70.50	289.00	33.50	721.00	3,543.00
12	437.00	4,200.00	94.00	315.00	36.50	882.50	4,645.50
13	437.00	4,200.00	94.00	315.00	36.50	882.50	4,645.50
14	437.00	4,200.00	94.00	315.00	36.50	882.50	4,645.50
15+	437.00	4,200.00	94.00	315.00	36.50	882.50	4,645.50

Miscellaneous Costs Per Semester

New Student Fee: $30.00 Registration Fee: $5.00

Dining Plans Per Semester*

19 meals per week, no cash	$795.00
15 meals per week, plus $100 cash	$895.00
150 meals per semester, plus $150 cash	$895.00
60 meals per semester, plus $300 per semester	$650.00

Housing Plans Per Semester*

Double Room	$857.50
Single Room	$1,140.50
Apartments	$1,500.00
Moore/Strong Suites-double	$950.00
Moore/Strong Suites-single	$1,263.00
Telephone Service, double	$38.00
Telephone Service, single	$76.00
Air Conditioning	$35.00

** based on 1994-95 rates*

Residence Status for Tuition Purposes

The complete policy for determining residence status for tuition purposes is printed in the Appendix of the *Bulletin* (see pp. 455-456). A student who is initially classified as an out-of-state student may file an application for reclassification as a resident of North Carolina in the Provost's Office, 201 Mossman Building (910/334-5494). Processing of such applications usually requires 6-8 weeks.

Part-Time Students: Tuition & Fees

A part-time undergraduate student for tuition and fee purposes is defined as one taking fewer than 12 semester hours of work each semester. Students taking 12 or more hours per semester pay the same tuition and fees specified above for full-time students.

Undergraduate Students Taking From 0-11 Hours

Undergraduate students taking fewer than 12 semester hours during a regular semester will be charged a prorated portion of the tuition and the general fee. The health service fee is charged students taking 9 or more hours who live off campus. However, such a student may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Service. All on-campus students pay the health service fee. Undergraduate tuition and fees per credit hour for the 1994-95 academic year are indicated in the table on the opposite page.

25% Tuition Surcharge for Undergraduates

The General Assembly has instituted a twenty-five percent (25%) tuition surcharge (Section 89 (b), Senate Bill 27, 1993 Session) which is effective fall semester 1994 and applies to all NEW undergraduates seeking a baccalaureate degree. Specifically, it states,

> "The Board of Governors of The University of North Carolina shall ensure that procedures are established that are necessary to impose a twenty-five percent (25%) tuition surcharge on students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs. The Board shall report to the Joint Legislative Education Oversight Committee by April 1, 1994, on its recommendations for implementing this surcharge."

Students Subject to the Surcharge

The tuition surcharge will be applied to new undergraduate students enrolled for the first time in Fall 1994 in a degree program at UNCG as follows:

(1) For students earning a first baccalaureate degree in a program that requires no more than 128 credit hours, the surcharge shall be applied to all hours in excess of 140.

(2) For students earning a first baccalaureate degree in a UNC Board of Governors Board-approved program that requires more than 128 credit hours, the surcharge shall be applied to all hours that exceed 110 percent of the credit hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs as well as those involving double majors, or combined bachelor's/master's degrees.

(3) For students earning a baccalaureate degree other than their first, the surcharge shall be applied to all hours that exceed 110 percent of the minimum additional credit hours needed

to earn the additional baccalaureate degree. The minimum additional credit hours will be determined by the degree audit performed by the Office of Academic Advising and Support Services during the first semester a student is enrolled in the second or other baccalaureate degree.

Students seeking a second baccalaureate degree are required to take 31 credit hours of residency at UNCG.

The surcharge will be imposed in the fall or spring semester and in all subsequent semesters where a student's cumulative credit hour total exceeds the threshold. The surcharge does not apply to required fees.

Hours INCUDED in Tuition Surcharge Hours:

The undergraduate credit hours to be counted in the calculation of the tuition surcharge include:

(1) all semester (fall and spring semester) academic credit hours attempted (includes repeated coursework and failed coursework); and

(2) all transfer credit hours accepted by UNCG.

Hours EXCLUDED from Tuition Surcharge Hours:

(1) College Board's Advanced Placement (AP) credit;

(2) College Level Examination Program (CLEP) or similar programs' credits;

(3) credit earned through any UNCG advanced placement, course validation or similar procedure;

(4) credit earned in summer sessions at UNCG or another UNC institution; and

(5) credit earned from an extension division of any UNC institution, including UNCG.

Students will be informed of the **Tuition Surcharge Hours earned each semester** and cumulatively in their tuition billing beginning with the fall semester 1995 report.

Students may contact the Office of Academic Advising and Support Services to obtain current information on their credit hours.

Housing and Dining Plans

Housing Plans

All UNCG students have the option of living on or off campus. Approximately 3,500 students live in 23 residence halls on campus. UNCG houses students without regard to race, creed, color, or national origin. Students may request residence halls or roommates by name, and whenever possible, such requests will be honored.

All rooms have local telephone service to their rooms. Long distance service is available through a designated carrier contracted by the University, or by using a personal calling card.

To request a space, students must return to the Office of Housing and Residence Life (910/334-5636) the following:

- Completed application card
- Advance rent payment of $150

Upon receipt of the Advance Rent Payment and the Completed Application Card, the student will be sent a UNCG Relocation Kit which provides additional information about campus housing and a Contract for Housing and Food Service.

Current housing costs (based on 94-95 rates) are outlined in the following table. Also see additional housing information on pp. 402-403.

Housing Plans Per Semester

Double Room	$857.50
Single Room	$1,140.50
Apartments	$1,500.00
Moore/Strong Suites-double	$950.00
Moore/Strong Suites-single	$1,263.00
Telephone Service, double	$38.00
Telephone Service, single	$76.00
Air Conditioning	$35.00

Dining Plans

All students who live on campus are required to contract for meals in the UNCG dining halls. Several meal plans are available (please note—rates are based on 1994-95 information):

Dining Plans Per Semester	
19 meals per week, no cash	$795.00
15 meals per week, plus $100 cash	$895.00
150 meals per semester, plus $150 cash	$895.00
60 meals per semester, plus $300 per semester	$650.00

A student may select one meal plan for the first semester and then change to another meal plan for the next semester. Changes to meal plans may be made until the last day of drop/add for that semester.

All "meals per week' are reset on Sunday night. Meals remaining before the reset do not carry forward to the next week."Meals per semester" allow any meals to be eaten during a semester until all are used. Semester meals reset when the next semester begins. Any meals remaining at the end of a semester do not carry forward to the next semester. Also see information on p. 403.

OTHER FEES AND EXPENSES

Health Service Fee

All students living on campus and all students living off campus taking 9 or more hours are required to pay the health service fee, which provides medical services to students. (See Chapter 7, "The University Community," for further description of health services.)

Part-time students living off campus enrolled for less than 9 hours may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Center.

Athletic, Activity, and Facilities Fees

Payment of these fees give students access to athletic events, campus organizations, Elliott University Center (student union), and many other student programs.

Auditing Fees

A regular full-time student may audit one course free per semester. A registered part-time student may not audit more than two courses per semester and is charged a fee of $15.00 per course. A person who is not a registered credit student can receive a record of enrollment as a registered auditor. The fee is $196.75 in-state and $1,076.75 out-of-state for each course audited. Visiting auditors are not registered students and must apply to the Office of Continuing Education to audit courses for a $15.00 fee per course. See Chapter 2, "Admissions," for details.

Laboratory Breakage Deposit

The standard academic fees charged all students include the use of laboratory facilities. However, students are required to pay a $10.00 laboratory breakage deposit to cover the cost of any equipment which is broken or lost. The deposit is determined by the departments involved after periodic inspections and inventories. Any unused portion of the breakage deposit is refunded at the end of the academic year.

Special Medical Service Charge

Although the health service fee covers ordinary medical services provided by the Student Health Center, additional nominal charges are made for special services such as x-rays and certain medications. The University Physician determines the amount of these charges. They are payable upon receipt of a statement from the Health Center. Students not living on campus who are confined to the Health Center are charged for the meal service.

Due to high medical costs in the United States and to historical experience of previous international students, all nonimmigrant students, regardless of status or semester hours taken, are required to pay the student health fee and are encouraged to purchase adequate health and accident insurance. A Student Accident and Sickness Insurance Plan which meets the above requirements is available to UNCG students. Information on this may be obtained from the International Advisor.

Students who elect not to pay the health service fee may be treated at the Health Center on a fee-for-service basis. Standard medical charges will be made for any services rendered.

Student Identification Cards

A permanent University ID card will be issued to each student upon completion of registration for the first semester at UNCG. If this permanent ID card is lost, there is a $10.00 replacement fee which is to be paid at the Cashier's Office.

Graduation Fee

A fee, currently $30, which covers the cost of Commencement regalia and diploma, is charged to all Bachelor's degree candidates. It is payable in the Cashier's Office 30 days prior to graduation. Students who do not graduate in the semester for which they originally filed graduation applications will be charged an additional $10 fee to cover the reordering of the diploma when they refile for graduation.

Transcript Fee

A fee is charged for release of all academic transcripts to off-campus agencies and employers.

Books and Supplies

Costs generally run $400-$450 per year for textbooks and related supplies. These are to be paid for as purchased, either from the University Book Store or elsewhere.

Residence Hall Furnishings

Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads, towels, and room accessories such as study lamps, draperies, rugs, and wastebaskets.

Car Registration

Registration and parking permits are required for all student-operated motor vehicles. See Chapter 7, "The University Community," for details on parking regulations.

Uniforms

Students are expected to use outfits appropriate to the physical education activities taken. Gym clothing, leotards, and other appropriate outfits are available from the University Book Store.

Many laboratory courses require safety goggles and special aprons. Smocks or coveralls are often required in art classes. A number of financial aid jobs require special uniforms. Unless the student has advance information as to exactly what is required, it is preferable to purchase these items after arrival.

Nursing Majors

Special fees for nursing students are discussed in Chapter 5 under the School of Nursing.

Laundry & Dry Cleaning

The University does not provide any laundry or dry cleaning service. Coin-operated washing machines and dryers are located in each residence hall.

Telephone Service

Local telephone service is available in all residence hall rooms; room occupants may contract for long-distance service directly with Southern Bell Telephone Company. The University is not responsible for telephone service contracts between the student and outside parties.

PAYMENT OF TUITION AND FEES AND PAYMENT PLANS

Schedule of Payments for Full-Time Students

The expenses table gives costs on a nine-month academic year basis. To figure the amount due each semester, divide your total expense figure by two. This is the amount which should be paid to the University cashier during registration each semester. When applicable, the required deposit, discussed below, should be subtracted from amount due for the spring semester because it is credited toward spring semester costs.

Payment of Fees/Confirmation of Registration

Payment for the Fall and Spring Semesters should be made by the deadline dates set by the Registrar and published in the University Calendar and in the semester Schedule of Courses booklets. The deadline dates are also set forth in

the instructions mailed to students. Payments not received by these dates will result in the cancellation of registration. Payment by mail is encouraged. The University ID Center validates all student ID cards upon enrollment verification through their automated file.

Banking Information

A Wachovia Teller II is located in the Elliott University Center; NationsBank and the State Employees Credit Union maintain 24 hour teller machines in the dining hall. Students may establish checking accounts at one of the banks in Greensboro for banking services. Student identification cards will enable students to cash checks for up to $50 at the University Cashier's Office for a fee of 50¢ per check. Checks that are returned for non-payment will be charged a $20.00 return check fee for each returned check. This fee will be assessed to either the maker of the check or last endorser (whoever last negotiated the check). UNCG has the authority to cancel semester registrations for non-payments resulting from returned checks.

The Cashier's Office is open between 8:30 am and 4:00 pm, Monday through Friday, and is located in 150 Mossman Building (334-5831).

STUDENT CREDIT POLICY

Tuition and fees for all University students are due and payable before or on registration day in the Cashier's Office. North Carolina law requires the University to charge and collect from each student at the beginning of each academic session tuition, fees, and an amount sufficient to pay all other direct expenses such as room and board incurred for the term. Payments may be made by cash, money order, check, or VISA or Mastercard credit cards. Cash should not be sent through the mail.

As an exception to the above policy, students may be granted deferments (credit) only if they meet one of the following criteria:

(1) Students who receive awards through the UNCG Financial Aid Office from one or more of the following programs must pay the amount of their bill less the amount awarded for deferable financial aid. Any liability resulting from a reduction of financial aid becomes the student's responsibility payable upon notification of the adjustment of the award. Financial aid awards for purposes of the credit policy are as follows: Pell Grants, Subsidized Stafford Student Loans, Institutional Loans, SEOG, Perkins Loan, N.C. Veteran Scholarships, Vocational Rehabilitation, Disabled Veterans, Minority Presence Grants, University Scholarships, Fellowships, Assistantships, and Grants. Students who have College Work-Study or other need-based campus work are expected to apply all other aid funds immediately to their accounts, but may contract individually with the Cashier regarding payment of their wages to their charges. Wherever possible term-time earnings should be used to cover personal expenses.

(2) Students wishing to utilize Veterans' benefits under the credit policy must demonstrate financial need in compliance with normal financial aid need standards. Credit requests under this provision must be submitted to the Financial Aid Office accompanied by a Financial Aid Form no later than ninety (90) days before the beginning of an academic term. Final approval is contingent upon the student's demonstration of need and a good credit history with the University.

(3) Recipients of scholarships awarded by organizations outside the University in which direct payment is made to UNCG and notification is on file with the Financial Aid Office may qualify under the credit policy. Students should provide notification of such awards as soon as possible.

REFUND POLICY FOR STUDENT FEES AND CHARGES

General

If a fee is designated as being attached to a specific service (such as an application fee or registration fee), no part of the fee is refundable if the service has been rendered.

If a situation arises in which the University administration considers that equity would best be served by cancelling a student's registration, it will do so and all charges will be refundable.

For Students Who Have Completed Registration: Tuition and Fees

During the first two weeks of a semester, tuition and fees (not room and board) are refundable except for 10% of these charges. See the UNCG Calendar for refund deadline dates. **After the first two weeks of classes, tuition and fees are not refundable.** Students subjected to an administrative withdrawal for failure to comply with medical clearance requirements are not entitled to a refund with the exception of a pro rata refund of board charges (if applicable).

Exceptions: Charges are refundable by administrative action on a pro rata basis for the unexpired portion of the term for reasons such as: death of student, withdrawal for adequate medical reason as certified by the University Student Health Center, and death in the immediate family which necessitates the student's withdrawal from the University.

Charges are refundable pro rata based on the unexpired portion of the term if authorized by the Refund Committee.

Housing and Dining Plan Refunds

Room Rent is NOT refundable. However, if a student qualifies for an exception as stated above, room rent is refundable except the pro rata part of the remaining charge based on the expired portion of the term. The housing contract is for one academic year. Students who cancel their contract at the end of the Fall Semester and remain enrolled at The University, will be charged for the Spring Semester rent. Board charges are refundable except for a pro rata charge based on the expired portion of the term. Also see information on pages 402-403.

Late Fees for Registration

Continuing students eligible to register at the close of one term for the following semester who choose not to do so, or who fail to confirm their registration, will be charged a late fee. Waiver of the late fee will be considered only when it can be demonstrably shown that the University, through one of its offices or officials, was directly responsible for the failure of the student to complete registration.

For Students Who Have Received Financial Aid

If it has been determined that any of a financial aid recipient's UNCG charges (tuition, fees, or room and board) are refundable in any amount, the student will not receive any of the refund until the Financial Aid Office determines what portion of the refund, if any, needs to be repaid to the financial aid programs from which the student received funds.

When a student has received financial aid funds for purposes of indirect (non-institutional) educational costs such as books and supplies, personal expenses, off-campus living and food expenses, or travel expenses, the student should expect to be responsible for repaying any portion of the funds received which cannot be attributed to the expenses incurred during the student's actual period of enrollment.

First-time enrollees receiving Title IV aid qualify for a pro-rata refund of tuition and fees.

Further information regarding refund or repayments of financial aid awards can be found in the Financial Aid section of this catalog.

Refund Committee

The Refund Committee considers appeals from any student who wishes to submit an appeal in writing or in person. Cases are referred to the committee when the usual regulations do not address particular circumstances.

The committee normally does not grant a refund if a student withdraws for personal reasons such as failing or transferring to another institution. (Transferring to another campus of The University of North Carolina is the same as going to another school, since each is administered separately for financial purposes.)

Financial Aid

UNCG administers an extensive financial aid program which provides assistance to more than half the University's enrolled undergraduates. Available aid includes scholarships, grants, loans, and work. (Eligibility for need-based programs is determined through an analysis of family financial information provided on the Free Application for Federal Student Aid [FAFSA] or the Renewal Free Application for Federal Student Aid [RFAFSA]). For information on programs, services, and application procedures, contact the Financial Aid Office at the following address:

UNCG Financial Aid Office
723 Kenilworth Street
Greensboro, NC 27412-5001
(910) 334-5702
Hours of operation: 8:00 am — 5:00 pm
Monday — Friday

Support for UNCG's financial aid program comes from federal and state governments, and from individuals, foundations, and corporations. Awards are granted and administered according to the provisions determined by the contributing agency or donor.

Renewal of a student's award from federal and state sources is contingent on continued support from government agencies and on the annual determination of the student's eligibility. Federal and state programs change frequently, so specific types of awards may not be available each year. Award amounts may vary year to year, based on available funds and changes in a student's financial need status.

UNCG Policy on Satisfactory Academic Progress for Financial Aid Recipients

All students receiving financial aid (scholarships, grants, loans and/or work-study) are required to meet the standards of the UNCG Policy of Satisfactory Academic Progress for Financial Aid Recipients in order to maintain eligibility for funding. Further information concerning this is available through the Financial Aid Office.

Conditions of Award Receipt

As a condition of your award acceptance at UNCG, please be aware of your following responsibilities.

1) You must pick up your aid from the Cashiers' Office (151 Mossman) each semester/term. (Your aid package is awarded on a semester/term basis. Each semester/term you must sign to have your aid applied to your outstanding charges with the University or to receive any aid which should be paid directly to you.)

2) You must retrieve your aid from the Cashiers' Office within 15 working days. (If you are receiving your award notification prior to the beginning of the term for which the aid is intended, then you have 15 working days from the beginning date of the semester to pick up your aid. If you are receiving your notification during the semester, you have 15 days from the point in time in which your aid is accessible through the Cashiers' Office to retrieve it.)

3) You must keep current your local and permanent telephone number and address through the Registrar's Office. (Many circumstances arise which require that the Financial Aid Office contact you in an immediate fashion.)

4) You must notify the Financial Aid Office in writing if you:

a) Choose not to accept all or a portion of your aid package;
b) Intend to withdraw from or cease enrollment at UNCG;
c) Intend to decrease hours of enrollment at UNCG;
d) Receive any form of additional aid;
e) Alter your living arrangements (on or off-campus).

Failure to comply with any or all of the above may result in the immediate cancellation of your award (without prior notice) and/or the revocation of your subsequent eligibility for aid.

General Scholarships

UNCG awards a limited number of general scholarships, ranging in value from $100 to $2,000 per year, to undergraduate students who have above-average academic records and/or financial need. A student does not need to apply for a specific general scholarship. The Financial Aid Office considers applicants for all the general scholarships for which they are eligible.

Some scholarships are restricted by academic major. Usually these awards are made by a school or department to upperclass students who have entered specific majors.

A complete listing of undergraduate scholarships offered at UNCG appears later in this chapter. Students are also encouraged to inquire with their local high school counseling staff. The Chamber of Commerce can typically provide a list of service and fraternal organizations in a student's hometown who grant scholarships. Most reference libraries can direct students to publications which contain scholarship directories.

Competitive Scholarship Awards

UNCG has a Competitive Awards Program which seeks to recognize entering freshmen who have outstanding academic ability and talent.

Centennial Scholarships

Established by gifts and bequests from friends and alumni of UNCG, Centennial Scholarships are intended for freshmen entering the University beginning with Fall 1993. The scholarships are renewable, full academic awards in the amount of at least $5,000 for in-state recipients, and $12,000 for students from out of state. To be considered for a Centennial Scholarship, a high school senior must be nominated by someone outside the University or be invited to apply by UNCG.

Recipients will be selected on the basis of exceptional academic achievement in high school, exemplary citizenship and community service, commitment to excellence, outstanding written and oral communication skills, and intellectual curiosity. A special application form must be submitted to the Admissions Office by December 1, and those selected as finalists for an award must participate in an interview process which, combined with application information and three letters of recommendation, will be used to determine recipients.

Ethel Virginia Butler Centennial Scholarship. Awards are made from a bequest from alumna Ethel Virginia Butler, a former teacher and for 29 years, manager of the University Bookstore.

C.D. Spangler, Jr. Centennial Scholarship. These awards are funded by a gift of C.D. Spangler, Jr., educator and businessman, while president of The University of North Carolina.

Marion White Fisher, M.D. Centennial Scholarship. Awards from this fund are made possible by a bequest of Freida White McGirt in memory of her daughter, Dr. Marion White Fisher, '39, a radiologist who died in 1978 after a long battle with cancer.

Class of 1942 Centennial Scholarship. Funds for this scholarship were established by the Class of 1942 in honor of the 50th anniversary of their commencement, and the University's centennial year.

Other Competitive Scholarships

The following awards are given on the basis of academic excellence and evidence of leadership ability or special talent. These awards are renewable for three successive years of undergraduate study if the scholar's performance is satisfactory.

Application forms and information may be obtained from the Admissions Office (910/334-5243) for the Alumni, Bryan, Eiserer, Ferguson, Fiftieth Reunion Class, Fletcher, Glaxo, Jefferson-Pilot, Libby Jones, NationsBank, Preyer and Reynolds awards. Applications are due December 1.

Alumni Awards. The Alumni Association established this award for incoming freshmen. Awards begin at $2,500 per year. The scholarship is renewable for three years.

Kathleen Price and Joseph M. Bryan Awards. Joseph M. Bryan established these funds in 1983 to provide undergraduate scholarships for students in business and economics. Awards are valued at no less than $2,000 per year.

Carol Jean Eiserer Award. One recipient who is majoring in Exercise and Sport Science is selected every four years. Preference is given to students from Montgomery County, Maryland. Secondary preference is given to students from anywhere else in Maryland or North Carolina. This award covers the total cost of tuition, room and board.

James S. and Frances C. Ferguson Award. This scholarship was established in 1978 to honor Dr. and Mrs. James S. Ferguson. An award of no less than $2,500 is made to an outstanding out-of-state student.

Fiftieth Reunion Class Award. Established in 1986 by the Class of 1936 in celebration of its fiftieth reunion, this $1,500 scholarship is awarded annually.

A. J. Fletcher Award in Music. Scholarships for $5,000 are awarded to students with special talent in music.

Glaxo Women in Science Scholars. Two scholarships are awarded every four years to outstanding women who are majoring in science. Recipients are paired with a woman scientist mentor at Glaxo Inc. who serves as a mentor as long as the student stays in the program.

Jefferson-Pilot Award. In 1961, the Jefferson-Pilot Life Insurance Company established this scholarship. Awards begin at $2,500.

Elizabeth Louisa "Libby" Jones Awards. This award is given every four years to students in mathematics, computer science, chemistry, or physics.

NationsBank Awards. These funds were established in 1982 by the North Carolina National Bank for students studying business and economics. Annual awards begin at $2,000.

L. Richardson and Emily Preyer Scholarship. This scholarship was established in 1991 to aid an outstanding undergraduate student. Emily Preyer, Class of 1939, requested that the scholarship be awarded based on academic merit.

Katharine Smith Reynolds Awards. These scholarships were established by the Z. Smith Reynolds Foundation in 1962 as a memorial to Mrs. Katharine Smith Reynolds. Awards starting at $3,000 are made to legal North Carolina residents each year.

Scholastic Achievement Awards

Renewable awards of $1,500 per year are made annually to entering black freshmen from North Carolina. Selection criteria include outstanding academic achievement in high school and academic promise. Special applications, available from the Admissions Office, are due March 1.

Grants

Federal, state, and UNCG funds are available for grant awards to students with exceptional financial need. A grant is gift assistance and does not require repayment. Students who complete the financial aid application procedures are considered for all grant funds for which they are eligible.

The Minority Presence General Grant Program. Part I of the program provides funds for grants to white students at predominately black institutions and to black students at predominately white institutions who are residents of North Carolina, are enrolled for at least three hours of degree credit coursework, and demonstrate financial need. Part II provides funds for grants to Native Americans and other minority students at the constituent institutions of the University of North Carolina who are residents of North Carolina, are enrolled for at least three hours of degree credit coursework, and demonstrate financial need.

Loans

UNCG provides long-term loan assistance through federal and institutional funds to graduate and undergraduate students. Students are considered for loan assistance when they complete the financial aid application procedures. The Financial Aid Office awards a loan from the fund that is most suitable to a student's circumstances. When receiving a loan, the student must sign a promissory note.

Loan programs available to UNCG students include Federal Perkins Loans and Institutional Loans. Federal Stafford Student Loans (subsidized and unsubsidized) and Federal Parent Loans for Undergraduate Students (PLUS) are described beginning on page 392. Separate applications are generally required for these funding sources.

Students are responsible for repayment of loans after graduation, upon dropping below half-time status, or after withdrawal from UNCG. Students are expected to repay according to a schedule that they must sign before leaving UNCG. Repayment of a Federal Perkins Loan must begin six to nine months after termination of at least half-time student status, and the student pays 5 percent interest on the unpaid balance of the loan principal. Repayment of an Institutional Loan, along with specified interest, begins at the time the student leaves UNCG. Additional information about the conditions and terms of student loans and about loan repayment is available in the Cashier's Office, Loans Collections Division.

In addition to long-term student loans, short-term loans for emergency expenses up to $200 are available through the Financial Aid Office.

Student Employment

Part-time jobs on campus are available for students who want to earn money for a portion of their college expenses. Funds for these student jobs are provided for in the budgets of various departments on campus and by the federal government through its Federal Work-Study Program. The average student job requires 10 to 15 hours per week, and average yearly earnings are approximately $1,400 to $1,600.

All student employees, upon being hired, must present proper documentation verifying their identity and employment eligibility as required by the Federal Immigration Reform and Control Act of 1986. Original documentation must be presented on or before the first day of work. A list of acceptable documents is available from the ID Center located in the Walker Avenue Parking Deck (910/334-5651).

Off-Campus Employment

Students seeking off-campus employment may register with the University's Job Location and Development Center (JLD), located in the Foust Building. Students are eligible to use JLD services as soon as they have been accepted for admission.

Financial Aid from Other Sources

Students are encouraged to investigate sources outside UNCG from which they may obtain aid. Assistance from an outside agency or program may provide the full amount needed by the student, or it may be combined with an award from UNCG to meet the student's need. A student who applies for aid must report to the Financial Aid Office any assistance and income received from outside sources for attendance at UNCG so that the office can accurately determine the student's available resources and need for aid from programs administered by the University.

Federal Pell Grants

The Federal Pell Grant program assists undergraduate students in meeting postsecondary educational expenses. The program provides eligible students in need of financial assistance with federal funds to help pay for education beyond high school.

A Free Application for Federal Student Aid (FAFSA) or Renewal Free Application for Federal Student Aid (RFAFSA) must be filed to determine Federal Pell Grant and other need-based aid eligibility before an award can be made by UNCG. Ineligibility for a Federal Pell Grant may not affect eligibility for other types of aid at UNCG. A student must reapply each year for a Federal Pell Grant, and the amount of the grant usually varies from year to year.

Federal Stafford Student Loan Program

All students who are U.S. citizens or permanent residents and who are enrolled at least half-time are eligible to be considered for assistance through the Federal Stafford Student Loan Program (subsidized and unsubsidized).

Annual borrowing is limited to $2,625 for the first year of undergraduate study, $3,500 for the second year, $5,500 for upper-level undergraduates and up to $8,500 for graduate study. Total loan assistance at the undergraduate level may not exceed $23,000 and $65,500 is the aggregate total through the graduate level.

Your loan will be available at a variable rate if you received it on or after October 1, 1992, and you had not previously received a Federal Stafford Loan, a Federal PLUS Loan, a Federal Supplemental Loan, or consolidation loans. This rate will never exceed 9 percent and will allow you to take advantage of lower annual interest rates.

The two types of Federal Stafford Loans are subsidized and unsubsidized. If the student has a subsidized loan, the U.S. Department of Education pays the interest on the loan while the student is enrolled at least half-time. Repayment normally begins six months after the borrower graduates or terminates half-time enrollment. An unsubsidized loan accrues interest from the time of disbursement. Accumulated interest may be paid monthly or quarterly, or may be added to the loan principal (capitalized). The FAFSA/RFAFSA determines your eligibility for each type of loan.

Independent students who do not demonstrate financial need may be eligible to borrow additional

monies under the Federal Unsubsidized Stafford Loan — Increase. Maximum annual loan limits for this program are: $4,000 for the first two years of undergraduate study; $5,000 for remaining years of undergraduate study; and $10,000 for graduate pursuit.

Federal regulations, including eligibility criteria, entrance and exit interviews, and fund disbursement dates govern the Federal Stafford Program.

Federal Parent Loans for Undergraduate Students (PLUS)

This federal government program allows parents of dependent students to borrow to meet educational expenses without demonstrating financial need. These loans are available only after the student's annual limit for Federal Stafford Loans has been reached. The Federal PLUS program provides nonsubsidized loans at a variable interest rate that is not to exceed 10 percent per annum. The amount borrowed under this program may not exceed the cost of education minus other aid received. Repayment usually begins immediately after the loan is made.

North Carolina Student Loan Program for Health, Science, and Mathematics

Legal residents of North Carolina accepted as full-time students in accredited associate, baccalaureate, master's, or doctoral programs leading to a degree in health, mathematics, nursing, or science are eligible. Maximum loans range from $2,500 to $4,000 a year depending on the degree level. The recipients are selected according to major, academic capabilities, and financial need.

Students should request information and applications as soon as possible after January 15 from the North Carolina Student Loan Program for Health, Science, and Mathematics, P.O. Box 20549, Raleigh, NC 27619-0549.

North Carolina Teaching Fellows

Four-year awards of $5,000 per year are made to high school seniors who are promising prospective teachers. Financial need is not a selection criteria. For each year a student receives an award, he or she is expected to teach one year in North Carolina. The application deadline is in November and awards are announced in April. Applications are available from high school counselors and the NCTF Commission, Koger Center, Cumberland Bldg., 3739 National Dr., Suite 210, Raleigh, NC 27612.

North Carolina Prospective Teacher Scholarship/Loans

A North Carolina student who plans a teaching career in the state may apply for a Prospective Teacher Scholarship/Loan. Recipients are selected on the basis of GPA, SAT scores, class rank, congressional district, recommendations, and licensure areas of need. The award is valued at up to $2,000 per year, and each year's stipend may be canceled by a year of public school teaching in North Carolina. Information and applications may be obtained from high school counselors, college financial aid offices, and Schools of education. Applications are due in mid-February. Awards are announced in May.

North Carolina Services for the Blind

Services for the Blind, a state agency affiliated with the North Carolina Department of Human Resources, provides financial assistance to visually impaired/blind college students for such items as tuition, fees, books, supplies and reader services. For information, contact the Chief of Rehabilitation Services, Division of Services for the Blind, 309 Ashe Avenue, Raleigh, NC 27606.

North Carolina Student Incentive Grants

A North Carolina undergraduate student with exceptional financial need may be eligible for a state grant rangin from $200 ro $1,500. Applicants need only list UNCG on the FAFSA/RFAFSA and submit it by February 15 to be considered for an award.

North Carolina Veterans' Scholarships

The Department of Veterans' Affairs offers scholarship assistance to North Carolina children of deceased or disabled veterans or of certain veterans who were listed as POW or MIA status. An eligible student should write to the N.C. Division of Veterans' Affairs, 325 N. Salisbury Street, Raleigh, NC 27603, for information.

Nurse Scholars Program

Awards are available to North Carolina residents with strong academic records. Students contract to work as full-time registered nurses within the state after graduation or they must repay the amount they are awarded plus interest at the rate of 10 percent. Students should contact the School of Nursing to be nominated for this award and for further information on the program.

Nurse Education Scholarship/Loan

The loans are awarded to North Carolina students, with preference given to juniors and seniors in nursing degree programs. Recipients are selected on the basis of financial need and merit by the Financial Aid Office and the School of Nursing. Loans may be repaid through full-time employment as a nurse in North Carolina or through repayment at a 10 percent interest rate.

Vocational Rehabilitation

Many states offer educational assistance to students who are mentally or physically disabled. North Carolina students should contact the Vocational Rehabilitation Division of the Department of Human Resources in Raleigh. Students from other states should contact a local vocational counselor.

More information about these and other state programs is available from the North Carolina Educational Assistance Authority, P.O. Box 2688, Chapel Hill, NC 27514.

SCHOLARSHIPS AND LOANS

The following scholarship and loan funds are arranged in alphabetical order by the key word in each title. Scholarships designated for students in specific areas of study are listed in a special section by area of study. The description of each fund includes the major criteria which determine how awards are made. All funds are administered and awarded according to the guidelines established by the donors and according to institutional, state, and federal policies for financial aid awards. Scholarships listed in this publication are awarded primarily to undergraduate students. See the Graduate School Catalog for a list of scholarships awarded to graduate students.

General Scholarships

These scholarships are administered by the Financial Aid Office and in some cases, academic departments. Except in specified cases where separate applications are required, all students who complete the financial aid application process are automatically considered for them.

Alpha Phi Omega Service Award. The University's Kappa Chapter of Alpha Phi Omega Service Fraternity established a scholarship fund in 1972. Income from the fund is awarded each year by the University Scholarship Committee to an incoming freshman student who has displayed significant service to his or her high school or community, who shows potential leadership and scholarship ability, and who has financial need.

Alumni Scholarships. See description under Competitive Awards, pp. 35-36.

American Business Women's Association Scholarship Fund. The Greensboro Chapters of the American Business Women's Association established the ABWA Scholarship fund in 1963 to provide scholarships for deserving students desiring to better themselves through education. Selection of the recipients is determined by the University Scholarship Committee.

Warren Ashby Scholarship. Established in 1985, awards honor the late Dr. Warren Ashby, whose career included service as Chair of the Department of Philosophy, Chair of the Honors Council, and first Director of Residential College. A renewable award is given annually to an academically promising rising junior who demonstrates a strong sense of social justice and has financial need.

Austin Memorial Scholarship. Established in 1986 in memory of Blanche Austin Thies, '09, Myrtle Austin Speed, '05, and Coline Austin Thies, '14, this scholarship is awarded annually to a student(s) with financial need.

Katherine Gregg Barber Scholarship. Katherine Gregg Barber, class of 1923, established this fund in 1981 for the purpose of assisting needy and worthy students at UNCG. All students of above-average scholastic ability who apply for assistance and demonstrate financial need are considered for this award.

Janet Weil Bluethenthal Scholarship. The children of Janet Weil Bluethenthal established this scholarship in 1982 to honor their mother. Awards are made annually to North Carolina residents based on merit, as evidenced by outstanding scholarship and leadership. Recipients are selected by the University Scholarship Committee in conjunction with the Financial Aid Office.

Jessie Lee and Landron Clifford Boney Scholarship Fund. In November 1983, Rosemary Boney Neil ('52), Dixie Boney Soo ('55), and Lynette Boney Wrenn ('49) established this fund in honor of their parents. Income is awarded annually to a student preferably from Sampson County, NC. Recipients are chosen by the Financial Aid Office based on both need and merit.

The Hennie Bynum Fund. The late Judge John Gray Bynum bequeathed to the University a fund which is used to aid students from the Presbyterian Church in Morganton, NC. Interested students should contact the church's senior minister. Preference will be given to women students.

Clara Booth Byrd Memorial Scholarship. The award goes annually to an outstanding student with financial need.

Flossie A. Byrd Scholarship. This scholarship is used to help students with financial need who are planning to enter religious work or are majoring in botany, horticulture, or flower gardening.

The Class of 1965 Scholarship. Established by the Class of 1965, this award is given to an accomplished junior who has financial need.

The Class of 1966 Scholarship. This fund was established by the Class of 1966 in memory of former faculty members Dr. Helen Bedon, Dr. John Bridgers, Jr., and Randall Jarrell. Awards are made on the basis of financial need.

Ruth M. Collings Endowed Scholarship Fund. Members and friends of the Class of 1931 established the Ruth M. Collings Endowed Scholarship Fund in 1981. Income from this fund is awarded in scholarships to deserving undergraduate students majoring in health-related disciplines. Recipients are selected on the basis of academic promise and financial need.

Charlene Thomas Dale Memorial Scholarship. Established in 1988 by her daughters, Jo Carol Dale Steele and Dusty Ann Dale, this award goes to aid uniors or seniors at UNCG who are entering a professional field. The chief criterion is academic excellence, although financial need also may be considered. Preference is given to women students.

Maggie E. Davis Scholarship. In 1972, Mrs. Iva Davis Holland established this scholarship fund in honor of her mother. Scholarships are awarded to students who have a genuine desire to obtain an education and who are willing to exert to the full extent of their individual capacity to obtain that education. Residents of North Carolina are given preference.

Harriet Elliott Scholarship. Members of the Class of 1950 established this scholarship in 1975, on the occasion of the twenty-fifth anniversary of their graduation, in memory of Harriet Elliott, who served on the History Department faculty and as Dean of Women. An annual award is made to a rising senior who has done well at the University and who has financial need.

Escheats Fund. A number of scholarships are given each year to students who are residents of North Carolina, through the Escheats Fund of The University of North Carolina. Awards are based on demonstrated financial need.

The Faculty Scholarship Fund. Originated with the fiftieth anniversary gift of the faculty to the University, the fund became a continuing faculty project under the leadership of the late Professor Helen Ingraham. The income provides an annual award to a junior or senior on the basis of scholarship, leadership, and need.

Martha Hicks Faison Scholarship. Louise Murphy Ward established this scholarship to honor her cousin, Martha H. Faison. Awards are made on the basis of academic achievement, with consideration given to financial need, to students from eastern North Carolina studying liberal arts.

H.L. and Beulah Coble Ferguson Memorial Endowment Fund. Scholarships are awarded to needy and deserving students nominated by the pastor of the First Baptist Church of Durham, NC.

The James S. and Frances C. Ferguson Scholarship. See description under Competitive Awards, pp. 35-36.

Mary Bunn Field Scholarship Fund. A bequest in 1985 from the late Mary Bunn Field, Class of 1926, provides scholarship assistance to worthy and deserving students.

Fiftieth Reunion Class Scholarship. See description under Competitive Awards, pp. 35-36.

Marvin M. Fowler Scholarship. Mrs. Pearl D. Fowler established this scholarship to honor her husband, Marvin M. Fowler, an outstanding civic leader in North Carolina. Three of Mr. Fowler's daughters and a granddaughter attended UNCG. This scholarship is awarded annually to recipients selected by the Financial Aid Office.

Margaret Bynum Glen Scholarship. This fund was endowed by Lily Glen Richmond, in honor of her mother Margaret Bynum Glen. Preference for the scholarship is given to students who are lineal descendants or relatives, but other students are eligible to receive the award.

Golden Chain Scholarship. This award was established in 1973 in honor of Katherine Taylor by the student members of the Golden Chain. The recipient of the award is chosen annually by the Golden Chain Honor Society in conjunction with the Financial Aid Office on the basis of scholarship, leadership, service, and financial need.

Martha Ogburn Goodson Scholarship. This fund was established to honor Martha Ogburn Goodson on the occasion of her fiftieth class reunion in 1986 by her husband, the Rev. W. Kenneth Goodson, Bishop in Residence at Duke University Seminary. Annual awards are made to worthy students who need financial assistance.

Kathleen Pettit Hawkins Student Aid Fund. In 1967, the Alumni Student Aid Fund was renamed the Kathleen Pettit Hawkins Student Aid Fund to honor Mrs. Hawkins, the Director of Student Aid at the University from 1920 to 1967. Awards are based on need and merit as determined by the Financial Aid Office.

Vera Mae Hedrick Scholarship. This fund honors Vera Mae Hedrick, Class of 1929, and provides scholarships with preference for students from NC or the Piedmont area of Virginia.

Bain Henderson Scholarship. Established in 1989 by a bequest from Bain Henderson, Class of 1913, this scholarship is intended to assist worthy and needy students of North Carolina in obtaining an education. Recipients are selected by the Financial Aid Office, with preference given to women, and in particular women from the city of Mount Holly, NC.

Pauline Hester Green Hester and Brig. Gen. Hugh B. Hester Student Financial Aid Fund. In 1981, Gen. Hester established this fund, and added to it in a subsequent bequest, to honor his late wife Pauline Hester Green Hester, Class of 1920. Part of the annual income from this endowment provides scholarships for outstanding, needy, and deserving students selected by the Financial Aid Office.

Jennie Cummings and Benjamin H. Hoskins Scholarship. The fund was endowed in 1976 as a tribute to Jennie Cummings and Benjamin H. Hoskins. An annual award is made by the University Scholarship Committee.

Kenneth C. Hunt Memorial Scholarship Fund. The fund was established in 1975 in memory of Kenneth C. Hunt, a student at UNCG. Income from the fund is awarded annually to an upperclass student, selected on the basis of need, talent, and academic achievement.

Joe Illman Memorial Fund. In 1980, the Joe Illman Memorial Fund was established by Mr. and Mrs. Walter Illman in memory of their son, W. Joesph Illman, a 1979 magna cum laude graduate of UNCG. Joe Illman overcame blindness and debilitating illness to excel as a student at UNCG. Annual awards are made to disabled students on the basis of need and positive attitude. Recipients are selected by the Disabled Student Services Coordinator in cooperation with the Financial Aid Office.

The Jefferson-Pilot Scholarships. See description under Competitive Awards, pp. 35-36.

Betty Brown Jester Scholarship. Alumnae and friends of Betty Brown Jester, former Alumnae Secretary, have established a fund in her honor for an award to a needy student.

James M. Johnston Awards. The James M. Johnston Trust, administered by the Financial Aid Office at The University of North Carolina at Chapel Hill, provides renewable scholarship assistance to a limited number of freshmen who plan to enroll at UNCG and to major in fields of study not offered on the Chapel Hill campus. Scholarship stipends are determined by the financial need of the recipients. All eligible students who apply for financial aid from UNCG will be considered for the Johnston Awards.

Mary Fields Jones Memorial Scholarship. This scholarship, established by the alumni of Cumberland County, NC, is given annually to a student from Cumberland County.

The Roxie Armfield King Scholarships. The Roxie Armfield King Scholarships are made possible through the generosity of the late Mrs. Roxie Armfield King, a longtime resident of Guilford County. Mrs. King bequeathed to UNCG a substantial sum, the income from which is used for giving encouragement and financial assistance to worthy students from North Carolina, half of whom shall be from Guilford County. Preference is given to women students.

Mildred Salter and Wren E. Lawrence Scholarship. This fund was established by Wren E. Lawrence in 1983 in memory of his wife, Mildred Salter Lawrence, Class of 1930, a science teacher in Carteret County, NC, for thirty-four years. Annual awards are made to students from Carteret County who demonstrate financial need.

Maryland Alumni Chapter Scholarship. The fund was established in 1976 by the Baltimore Chapter of the Alumni Association to honor all UNCG alumni from Maryland, and provides an award for a Maryland student who has academic promise and financial need.

Junius Ayers and Jean Booth Matheson Scholarship. The estate of Jean Booth Matheson established the Junius Ayers and Jean Booth Matheson Scholarship in honor of her parents. Awards from this fund are made to students from the Catawba and Orange presbyteries who wish to further their education and are in need of financial assistance. Preference is given to women students.

Mayberry Scholarship. Virginia Mayberry Elam, Class of 1944, provided funds to establish the Mayberry Scholarship, to be awarded annually by the Financial Aid Office.

Helen McBee Scholarship. Helen McBee, Class of 1929, established this fund in 1977 for the purpose of assisting needy and worthy students from Mitchell High School (or its successor school), Mitchell County, NC. If there is no suitable applicant from Mitchell High School, the award may be given to another student from western North Carolina.

Nell Davis McCoy Scholarship Fund. The Nell Davis McCoy Scholarship Fund was established in 1982 by her husband Harold Vincent McCoy. Awards will be made annually. McCoy scholars are selected on the basis of superior academic achievement, leadership activities, need for financial assistance, and potential for successful completion of educational goals.

Albert and Roxie Perry McDougald Education Fund. This fund was established with a testamentary gift from Juanita McDougald Melchior (Class of 1917) in memory of her parents. The fund provides scholarships to "deserving students".

Nancy Campbell McKeithan Scholarship. The Nancy Campbell McKeithan Scholarship was established in 1985 through a testamentary to provide an award to a worthy student.

The Hattie DeBerry Meisenheimer Scholarship Fund. The income from a trust created under the will of the late C. A. Meisenheimer is used for scholarships honoring the memory of Mrs. Meisenheimer, an alumna of UNCG.

Minority Presence Grants. The North Carolina General Assembly allocates funds to UNCG for scholarships to increase the presence of minority students on the campus. The awards are intended to encourage minority students to enroll at UNCG and are available to entering graduate and undergraduate North Carolina residents who will be full-time students in degree programs and who have financial need. Application should be made to the Financial Aid Office. Awards average $500 per student.

Morflex, Inc. Scholarship. Morflex, Inc. makes an annual gift to fund a scholarship to a student who demonstrates financial need.

Neo-Black Society Achievement Award. The Neo-Black Society of UNCG provides annual awards to students who are academically motivated, show promise as leaders, and are active in the Neo-Black Society.

Rebecca R. Nicholson, Magna J. Nicholson, and Audrie Nicholson Bolling Scholarship Fund. In October 1984 Kenneth Nicholson and Melva Nicholson established this fund as a memorial to their mother, father, and sister. Awards from the fund are made annually to students who need financial assistance and demonstrate willingness to apply themselves to improve their quality of life.

North Carolina Scholarships. Awards of $200 to $500 are made to needy and deserving North Carolina residents from an annual appropriation from the state.

Mollie Carraway Parker Scholarship. Established in 1988 as a tribute to Mollie Carraway Parker, Class of 1927, by her sister, Elizabeth Parker Ketchie, Class of 1927, the scholarship is awarded annually to an academically promising and deserving undergraduate student. The recipient is selected by the Financial Aid Office.

Palmyra Pharr Scholarship Fund. Dr. Fred W. Morrison, a former member of the University faculty, established this fund in 1942 in honor of his mother, Palmyra Pharr Morrison, and has made subsequent additions to the fund. Preference is given to residents of Rowan and Cabarrus counties.

Helen Lee Pickard Memorial Scholarship. This memorial scholarship has been established by friends of Helen Lee Pickard, who for many years was Assistant to the Business Manager at the University. The income from the fund is awarded annually to a needy student.

L. Richardson and Emily Preyer Scholarship. See description under Competitive Awards, pp. 35-36.

Alice McArver Ratchford Scholarships. Mrs. Audrey R. Wagner of Charlotte, NC, established the Alice McArver Ratchford Scholarship fund in 1972 in honor of her mother. Annual awards are made by the University Scholarship Committee to undergraduate students. Recipients are selected on the basis of financial need and good citizenship.

Dorothy D. and Augustus B. Raymer Memorial Scholarship. This scholarship was established in memory of Dorothy Dillon Raymer and Augustus Barker Raymer. Mrs. Raymer was a 1930 graduate of UNCG, and the Raymers were strong supporters of their community and the University.

Katharine Smith Reynolds Scholarships. See description under Competitive Awards, pp. 35-36.

Dr. Moses Edward Rice Jr. Town Student Scholarship. An endowed scholarship was established in 1973 by the Town Students Association in memory of Dr. Moses Edward Rice Jr., a member of the staff of the University Health Service. The scholarship is awarded annually by the University Scholarship Committee to a deserving town student in need of financial assistance.

The Bessie Holmes and George B. Robbins Scholarship. Endowed in 1975 by the estate of George B. Robbins, educator and school principal from Alamance County, scholarships are awarded annually for undergraduate students who have financial need. Special consideration is given to students from Alamance County and from Ragsdale High School in Guilford County.

The David B. and May Umstead Roberts Scholarship. Established in 1968 by a bequest from Miss L. Pauline Roberts, the net income from this fund is used to assist worthy girls from Mangum Township in Durham County. The amount of the award is based upon the financial need of the applicant. If no applicant from Mangum Township qualifies for the award, the fund may be used to assist other students from Durham County.

Emma Allison Robertson Scholarship. This scholarship was established in memory of Mrs. Robertson, Class of 1927, by her husband. Awarded primarily on the basis of financial need, the scholarship may go to either an undergraduate or graduate student. Preference is given to students from Iredell County, NC, especially those from the Union Grove community.

The William B. Rodman Fund. Descendents of the late William B. Rodman who attend UNCG are eligible for scholarships valued at $200 per year. Other North Carolina residents, with preference given to individuals from Hyde County, are considered for loans of up to $200 per year. Students interested in being considered for assistance from this fund should contact the Financial Aid Office.

Katherine Yoder Scharrer Scholarship. This award is funded by a bequest from the estate of Katherine Scharrer, Class of 1922, and is intended to support the education of academically talented students from Avery County, NC.

Scholastic Achievement Awards for Black Students. See description under Competitive Awards, pp. 35-36.

The Judge H. Hoyle Sink Scholarship. Established in 1968 by Mrs. Wilson Brown Prophet Jr., Class of 1944, in honor of her father, this fund provides assistance to students from rural areas whose high school records indicate potential for academic achievement and who demonstrate financial need.

Bernice Love Stadiem Memorial Scholarship. Members of Mrs. Stadiem's family established this scholarship in her memory. Mrs. Stadiem was a member of the Class of 1934 and a UNCG faculty member from 1963 to 1979. Recipients must be undergraduate students majoring in the liberal arts and are selected on the basis of academic promise and financial need.

Betty Anne Ragland Stanback Scholarship. In 1977, friends and family of Betty Anne Ragland Stanback, Class of 1946, established the scholarship fund in her memory. Mrs. Stanback served as president of the Alumni Association, chairman of the Alumni Giving Council, and member of the Board of Trustees. The scholarship is awarded annually by the University Scholarship Committee to a student selected on the basis of academic excellence and financial need, with special consideration given to students from Rowan County, NC.

Taylor George Steele Memorial Scholarship. Mr. and Mrs. George H. Steele, Jr., family, and friends established a scholarship in 1973 as a memorial to Taylor George Steele, Class of 1975. The scholarship is awarded annually to a student entering the freshman class from Western Guilford High School in Greensboro. Applicants for the scholarship are to be recommended to the University Scholarship Committee by the counseling and teaching staff of the high school.

The Sigmund Sternberger Scholarships. The scholarships were established in 1970 by the Sigmund Sternberger Foundation Trustees in honor of Sigmund Sternberger, who was engaged in textile manufacturing in Greensboro and was a prominent civic leader. The scholarships will be awarded to residents of North Carolina with preference given to residents of Greensboro or Guilford County.

Lisbeth V. Stevens Scholarship. Established by Mrs. Edith V. Sloan in memory of her sister, this fund provides scholarships for students in the liberal arts, based primarily on merit.

David Spurgeon, Wincy Julette Black, and Fannie Sumner Scholarship. Miss Laura Sumner established this fund as a memorial to her parents, David S. and Wincy Julette Black Sumner, and her sister, Fannie Sumner. The income from the fund is awarded to a student from Randolph County entering the University to pursue studies in the liberal arts. The scholarship is awarded on the basis of merit and financial need.

William Holt and Ella Rea Turrentine Scholarships. Available to needy students from Alamance County, NC, the Turrentine Scholarships are provided by the William Holt and Ella Rea Turrentine Memorial Educational Foundation, which is managed by the North Carolina Educational Assistance Authority. Eligible students who apply to UNCG for financial assistance will be considered for Turrentine Scholarships. Scholarship stipends are based on financial need, and the maximum award is $2,100 per year.

University Stores Grants. Profits from the operation of campus stores and merchandising activities provide grants-in-aid to students selected on the basis of character, citizenship, financial need, and fulfillment of all requirements of the University pertaining to admission and normal academic progress.

University Women's Club Scholarship. The fund was established in 1971 by the University Women's Club of UNCG. An annual scholarship is awarded to an incoming freshman student on the basis of financial need and academic potential.

Ethel F. Vatz Scholarship. By a bequest to the University, Mrs. Ethel F. Vatz established this scholarship fund. Awards are made on the basis of character, ability, and financial need.

Wake County Alumni Chapter Scholarship. Members of the Wake County Chapter of the UNCG Alumni Association provide funds for awards to students from Wake County. The selection of recipients is based on academic promise, achievement, and financial need.

Mina Weil Endowed Scholarship. Established by Mrs. Janet Weil Bluethenthal in 1923, this fund provides an annual award for an exceptional student who demonstrates financial need.

Mina Weil Scholarship for Foreign Students. Established in 1968 by Miss Gertrude Weil, this fund is used to support an annual grant to a foreign student. The recipient is selected by the University Scholarship Committee.

Elizabeth Steinhardt Widmer and Ray Price Widmer Scholarship Fund. Elizabeth Steinhardt Widmer, Class of 1929, and her husband, Ray Price Widmer, outstanding citizens in Bertie County, NC, established this fund in 1984 for awards to individuals who demonstrate academic achievement and participate in extracurricular activities.

The Jewel Sydney Williams Scholarship. This fund was established in 1970 in memory of Miss Jewel Sydney Williams, who at the time of her death was a member of the faculty of the Department of History and Political Science. Awards are made by the University Scholarship Committee to incoming freshmen.

Lillie Boney Williams Scholarship. Established in 1985, this fund honors the late Lillie Boney Williams, Class of 1898. Awards are made to students who demonstrate financial need, compassion, and a commitment to service. Preference is given to music, liberal arts, and nursing students.

Mary Ann Cooper Winslow Scholarship Fund. This fund was established by Alma Winslow West, Class of 1919, in memory of her mother. Income from this fund is to be awarded annually with preference given to students from the general areas of Elizabeth City, NC, and/or Richmond, VA. Recipients are selected primarily on the basis of above-average academic achievement and participation in well-rounded activities.

Lillian B. Wortham and Callie Bronson Wortham Scholarship. The Lillian B. Wortham and Callie Bronson Wortham fund was established by a bequest from Thomas A. Wortham. Income from the account is awarded to deserving students who have demonstrated academic achievement. Preference is given to women students.

Annie McIver Young Scholarship. Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the University a fund, the income from which is given annually to an earnest, needy senior.

Departmental and School Scholarships

Recipients of these scholarships are generally nominated or selected by academic departments or schools, or, in some cases, by designated committees, and are generally restricted to students in specific areas of study or special programs.

ACES (Adult, Continuing and Evening Student Program)

Sally Schindel Cone Scholarship in Women's Studies. This fund was established for older returning students seeking an undergraduate degree who are taking a course in Women's Studies.

Agnes and Foster Osborne Memorial Scholarship. This fund honors a 1976 graduate and provides awards to non-traditional students.

Alumni Scholarships. This scholarship program was established in 1971 by the Greensboro Book Discussion Club of the UNCG Alumni. Small awards are made each year to mature adults who wish to enroll for a course at UNCG after an interruption in their education. Recipients are selected by a committee composed of a representative from the Office of Admissions, the Alumni Office, and the Financial Aid Office.

Art

The Louise and Herbert Falk Scholarship. This scholarship was established in 1960 by Mr. and Mrs. Falk. It provides an annual award to a worthy and needy student in the Department of Art.

Herbert and Virginia H. Howard Scholarship Fund. The fund was established by a bequest of Herbert Howard. Awards are made each year to students majoring in art.

The Dr. Elisabeth Jastrow Scholarship. Friends of Dr. Elisabeth Jastrow, Professor Emeritus of Art History, have established this scholarship in her honor for a worthy junior (not necessarily an art major, but one who is or has been enrolled in a course in art history).

Fred C. Pierce Memorial Scholarship. An annual award provides tuition and fees for an undergraduate from North Carolina who is majoring in art.

Myrtle Spaugh Reeves Scholarship Fund. Mrs. Elizabeth Reeves Lyon, Class of 1938, has established the Myrtle Spaugh Reeves Scholarship Fund in honor of her mother. The income is used to support a scholarship awarded annually to a student registered or registering as an art major.

Biology

Inez Coldwell Scholarship. A bequest in 1986 from the late Dr. Inez E. Coldwell, longtime biology faculty member, noted for contributions in laboratory publications, provides awards for worthy biology majors.

Glaxo Women in Science Scholars. See description under Competitive Awards, pp. 35-36.

Business & Economics

The Charles Burchette Allen Scholarship. This scholarship was established in 1975 in memory of Charles Burchette Allen, U.S. Navy, who died while in the service of his country, by his parents, the late Dr. Roscoe J. Allen, former Director of the Administrative Computer Center and Professor of Business Education, and Mrs. Allen. The income is to be awarded to a student in business.

Roscoe Jackson and Anna Mae Burchette Allen Scholarship. Established in 1986, the fund honors the late Dr. Roscoe Allen, who served the University as Director of the Administrative Computer Center and Professor of Business Education. Awards are made annually to business students who have financial need.

Kathleen Price and Joseph M. Bryan Awards. See description under Competitive Awards, pp. 35-36.

Carolina Steel Corporation Scholarship. The fund provides awards to freshmen pursuing a degree in business, with preference given to minority students. Renewal is based on strong academic achievement.

James W. Crews Scholarship. This fund honors the former head of the Department of Business and Distributive Education. Awards are made to above average full-time students pursuing a degree in the Division of Business and Marketing Teacher Education. Academic achievement and potential are primary consideration, but consideration is also given to financial need.

Mr. and Mrs. Alexander B. Dusenbury, Founder of McDonald's in North Carolina, Scholarship Fund. Annual recipients who are majoring in business or English, are selected by the University Financial Aid Committee on the basis of need, academic achievement, and promise of leadership.

The Albert S. Keister Scholarship in Economics. This scholarship was established by Mrs. Albert S. Keister and her daughters: Adelaide Keister Dotten, '33, Mary Elizabeth Keister, '34, Katherine Keister Tracy, '36, Phyllis Keister Schaefer, '39, Jane Keister Bolton, '43, Alice Keister Condon, '48, in honor of Dr. Keister, who served for thirty-two years as Chair of the Department of Economics. Awards are made annually to rising seniors majoring in Economics based on academic merit. If there is no suitable rising senior applicant, the award may be made to a rising junior.

Nina Teague Lineberry Scholarship. This scholarship was established by her husband in memory of Nina Teague Lineberry, who received bachelor's and master's degrees from UNCG. The award is given to an academically talented student pursuing a degree in business and marketing teacher education who is selected by the Dean of the Bryan School of Business and Economics.

Vance T. Littlejohn Scholarship. Students, alumni, and friends of Dr. Vance T. Littlejohn established a scholarship in his honor at the time of his retirement in 1973 as Chairman of the Department of Business and Distributive Education. The scholarship is awarded by a committee appointed by the Chairman of the Division of Business and Marketing Education, and selection is based on scholarship, leadership, professional life goals, service, and financial need.

North Carolina Association of Insurance Agents, Inc. Scholarship. A scholarship of $1,000 is provided each year by the NC Association of Insurance Agents, Inc. for a business administration major who plans to take courses in insurance. The recipient is selected by the faculty of the Bryan School of Business and Economics.

North Carolina Association of Insurance Women's Scholarship. The North Carolina Association of Insurance Women established this fund in July 1983. Recipients are chosen on the basis of scholarship and need by the insurance faculty of the Finance Department of the Bryan School of Business and Economics. To be eligible for this award, a student must be a finance major and must take advanced insurance courses during the next academic year.

NationsBank Scholarship Awards. See description under Competitive Awards, pp. 35-36.

A.M. Pullen and Company Scholarship in Accounting. A.M. Pullen and Company established this scholarship in 1979. An annual award of $750 is made by the Department of Accounting to a rising senior majoring in accounting.

Risk and Insurance Management Society Scholarship. The Risk and Insurance Management Society, Inc. (Piedmont Chapter) established this scholarship in 1980 to provide a $500 award to an undergraduate student taking a concentration in insurance. Recipients will be selected by the UNCG insurance faculty of the Finance Department solely on the basis of academic merit and achievement.

Risk and Insurance Society Scholarship. An annual award is made to a student concentrating in risk and insurance on the recommendation of the departmental faculty.

George Walston Memorial Scholarship Fund. This fund was established in 1979 by Home Federal Savings and Loan Association in honor of George Walston, longtime president of Home Federal and active member of the Greensboro community.

Phillip Wilson/Peat Marwick Scholarship Fund. This scholarship fund was established in memory of Phillip W. Wilson, a member of the Bryan School of Business and Economics Advisory Board. Mr. Wilson was a partner in the accounting firm of Peat Marwick Main and Company. Awards are made on the basis of merit to seniors majoring in accounting. Selection is made through the Dean of the Bryan School of Business and Economics.

Chemistry

Henry L. Anderson Memorial Scholarship. Established in 1972, this annual award is based on academic merit and promise of achievement in the field of chemistry.

Glaxo Women in Science Scholars. See description under Competitive Awards, pp. 35-36.

Elizabeth Louisa "Libby" Jones Scholarship. See description under Competitive Awards, pp. 35-36.

Florence L. Schaeffer Memorial Scholarship. This scholarship is given solely on the basis of academic promise and merit to undergraduate students in chemistry. Established in 1988, the award honors Dr. Schaeffer, who taught in the UNCG Chemistry Department.

Communications

Allen Dick Award Fund. This fund is presented annually to a student preparing for a career in radio broadcasting. The award is presented to a student who shows significant promise for a successful career in radio broadcasting.

Kathryn McAllister England Scholarship in Speech. Established by friends of Kathryn England, this scholarship, awarded for the first time in 1980, recognizes Professor England's interest in and contribution to the field of speech. The endowment provides for an annual scholarship to an undergraduate, upperclass speech major, based on academic achievement in speech communication.

University Speech and Hearing Association Scholarship. Awards are made annually to outstanding students in the field of speech and hearing from gifts of alumni and members of the association.

Education

J. Barnwell and Mary Blair Allison Scholarship. The scholarship fund was established in 1979 by Mrs. J. Barnwell Allison, Class of 1923. The income from the fund provides an annual scholarship to a student majoring in elementary education.

Oliver Perry and Betty Carol Clutts Scholarship. The Oliver P. Clutts family established a fund in 1972 as a memorial to Professor Clutts, a member of the faculty in the School of Education, and to Dr. Betty Carol Clutts, a member of the faculty in the Department of History. Income from the fund is used to support scholarships which are awarded annually to a student majoring in education and a student majoring in history. Selection is on the basis of talent and academic promise, with financial need as a secondary consideration.

Katharine Smith DeBerry and Cornelia "Nena" Marshall DeBerry Scholarships. This fund was established by the will of Cornelia "Nena" Marshall DeBerry as a memorial to her sister, Katharine Smith DeBerry, who died while a student at The University of North Carolina at Greensboro. Awards from this fund are made to worthy and deserving students who intend to pursue careers in elementary education.

Julius I. Foust Scholarship. Supported by an endowment established by Dr. and Mrs. Foust, the scholarship is awarded to a rising senior who is committed to a career in teaching. Financial need, integrity, ability to inspire children, sense of reverence, sense of humor, and ability to work happily with people are criteria followed in selecting the recipient.

Naomi Lee, Mary Joanna, and Mary Hester Livingston Gibson Scholarship. Mary Joanna Gibson established this scholarship which honors her late sister, Naomi Gibson, Class of 1936. Awards are made annually to juniors and seniors majoring in education who demonstrate academic achievement and financial need. Recipients are selected by the University Scholarship Committee in conjunction with the Financial Aid Office.

Oscar A. and Ada Parks Gillam Scholarship. In 1979 Bess Gillam Kerley, Class of 1940, established the Gillam Scholarship Fund in memory of her parents, Oscar A. and Ada Parks Gillam. Renewable awards are given to entering undergraduate students from Burke County, NC, majoring in Human Environmental Sciences who have financial need. If there is no suitable candidate in Human Environmental Sciences, an award may be made to an Education major.

Eugenia Hunter–Curry School Scholarship. Funds have been provided by friends of Dr. Hunter and by the Parent-Teacher Organization of Curry School to establish an endowment in honor of Dr. Hunter, a longtime member of the faculty of the School of Education. A scholarship is awarded annually to a deserving student in need of financial assistance.

Mary Alford Hunter Scholarship. This scholarship honors the memory of Mrs. Mary Alford Hunter, Class of 1936, who served the University for many years as a teacher at Curry School, as a member of the faculty of the School of Education, and as a member of the University Scholarship Committee. The income from the fund provides a scholarship to a deserving student in the School of Education.

The Anna M. Kreimeier Scholarship. This scholarship was established by Lillian Peaslee Brennan, Class of 1951, and Elizabeth Peaslee Apple, Class of 1961, in honor of their aunt, Miss Kreimeier, a member of the faculty for forty years. She began her service as a supervisor of student teachers in English. Later she was Director of the Student Teaching Program for students preparing to teach in secondary schools. The income from this fund is awarded to a student in need of financial assistance, preferably to a junior or senior who plans to teach. The selection of the recipient is made by the University Scholarship Committee from recommendations made by the School of Education.

Margaret F. McKenzie Memorial Scholarship. Awards honoring a 1925 graduate are made to education majors with preference given to students from Hoke and Scotland counties, NC.

John Onslow and Kate Dalton McNairy Scholarship. This fund, established by Julia McNairy Grady, Class of 1926, in memory of her parents, provides scholarships to students in the School of Education based on financial need and academic achievement.

The Monroe/Cox Scholarship. The Monroe/Cox Fund was established in 1984 in honor of Miss Alberta Catherine Monroe and as a memorial to her mother, Mary Elizabeth Cox Monroe, and sister, Blanche Lucille Monroe. The recipient of this scholarship is selected primarily on the basis of financial need and academic achievement, and must be majoring in education.

The Mollie Ann Peterson Scholarship. Miss Mollie Ann Peterson, a former faculty member, by her will established a scholarship fund at UNCG to be used to provide assistance to students who are preparing to teach. The award is based on financial need and academic promise, and recipients are chosen by the Director of Financial Aid. Preference is given to African American women.

Mrs. Earl G. (Josie N.) White Scholarship. This award goes annually to an incoming freshman who is a graduate of Statesville Senior High, with preference given to students majoring in education. Recipients must demonstrate academic excellence, leadership, and participation in extracurricular activities. The scholarship honors Mrs. White, who taught in the Statesville school system for nearly sixty years.

English

Ethel Stephens Arnett Scholarship. The Ethel Stephens Arnett Scholarship was established in 1981 by her daughters, Georgia Arnett Bonds and Dorothy Arnett Dixon. Income from the fund is awarded by the University Scholarship Committee each year to a sophomore, junior, or senior majoring in history or English. Academic achievement, with a student holding a 3.0 overall academic average, is the major consideration.

Ruth McKaughan and W. Bryan Carter Scholarship. Established by a bequest from Mrs. Carter, the fund provides awards to English majors from NC who demonstrate financial need. Preference is given to women students, and in particular women students from Buncombe, Guilford and Rowan counties. Awards are given primarily to freshmen and are renewable.

Mr. and Mrs. Alexander B. Dusenbury, Founder of McDonald's in North Carolina, Scholarship Fund. Annual recipients who are majoring in business or English are selected by the University Financial Aid Committee on the basis of need, academic achievement, and promise of leadership.

Elizabeth Robinson Fort Scholarship Fund. Kathrine Robinson Everett, Class of 1913, established this fund in 1983 as a memorial to her sister. Income from the fund provides an award annually for a full-time student in the English Department. Nominations for this award are made by the Chairman of the English Department on the basis of academic promise or ability.

The Leonard B. Hurley Memorial Scholarship. This memorial fund was established by friends of Dr. Leonard B. Hurley, who for thirty-nine years was a member of the University faculty and for sixteen of those years was Chair of the Department of English. The income from the fund is awarded annually to a senior majoring in English.

Jackson-Loving-Gibson Scholarship Fund. Grace Evelyn Loving Gibson, Class of 1940, established this fund. The intent of the fund is to provide annual awards to undergraduate students majoring in English who are talented writers and who desire to pursue a career in writing. Recipients are chosen by the creative writing staff of the Department of English.

Amon Liner Poetry Award. A gift from Dr. E. D. Shackelford established this fund in 1976. An annual award is made to a student-poet selected by the Department of English.

The Winfield Scholarship Fund. Miss Martha Elizabeth Winfield, for many years a professor of English at the University, left an endowment from which the income is awarded each year as a scholarship to a needy junior or senior of promise in the Department of English.

French

Rene Hardré Scholarship Fund. A fund was established and endowed in 1974 by Mrs. Josefine E. Hardré, formerly on the Spanish faculty at UNCG, as a memorial to her husband, Professor Rene Hardré, and his son, Dr. Rene Hardré. Additional contributions have been made by friends of the younger Hardré. The income from this fund is awarded annually to upperclassmen on the basis of achievement in advanced French studies.

Meta Miller-Elizabeth Barineau Scholarship. An annual award is given to a rising junior or senior majoring in French on the basis of superior work in French studies. The scholarship is named in honor of Dr. Meta Miller, former Chair of the Department of Romance Languages, and Dr. Elizabeth Barineau, former member of the Romance Languages faculty.

German

Anne F. Baecker German Study Abroad Fund. This fund, established in 1987, honors Dr. Baecker, who chaired the University's German and Russian Department from 1960 to 1980. Awards are provided to students with above-average academic performance in German for summer study in a German-speaking country. Need may be considered in selecting recipients who are expected to apply for need-based financial aid.

Health and Human Performance

Dr. John T. and Mary Louise Lowe Burns Memorial Scholarship in Dance and Musical Theatre. Established in 1993 with a gift from the estate of John T. and Mary Louise Lowe Burns, this fund provides scholarships for students who have demonstrated an interest in preparing for careers in dance and musical theatre.

Mary Channing Coleman Memorial Scholarship. This fund was established by the faculty and the graduates of the School of Health, Physical Education, Recreation and Dance (now Health and Human Performance) in memory of Miss Mary Channing Coleman, who was head of the Physical Education Department from 1920 until her death in 1947. The scholarship is awarded to a senior candidate for a degree in Exercise and Sport Science.

Dorothy Davis Scholarship. The UNCG Recreation Society established this scholarship through membership dues, contributions, and fund raising drives. An annual award is made to a junior Recreation major who has at least a 3.0 academic average and exhibits leadership qualities. The scholarship honors Dorothy Davis, Emeritus Faculty member of the School of Health and Human Performance.

Carol Jean Eiserer Memorial Scholarship. See description under Competitive Awards, pp. 35-36.

Melanie Feinstein Memorial Scholarship. This dance scholarship is awarded to undergraduate or graduate students who would increase the ethnic diversity in the Department of Dance. Amount of the award is determined by financial need. Recipients are selected by the Department of Dance in coordination with the Financial Aid Office.

June P. Galloway Scholarship in Teacher Education. This scholarship was established in 1974 to honor June P. Galloway, a 1959 graduate of the School of Health and Human Performance. Any rising junior or senior student in the School of Health and Human Performance who enrolls in a teacher education sequence in Exercise and Sport Science, Dance, or Health may apply for the Galloway Scholarship in Teacher Education. The recipient must have an academic standing of at least 2.0. Teaching potential and need are the two major factors considered in the selection.

Kimberly Renee Goodman Scholarship. This scholarship was established in 1985 in memory of Kimberly Renee Goodman by her parents. The recipient must be a major in dance selected primarily on the basis of financial need. Preference should be given to students from Iredell County, NC.

Virginia Moomaw Scholarship. This fund was established in 1975 in honor of Virginia Moomaw, Coordinator of the Dance Division at the University for thirty years. A scholarship will be awarded each year to a dance major who is entering the junior or senior year and has made an outstanding contribution to dance.

The Susan Shuttleworth Stout Scholarship. Established by her family, classmates, and friends, the scholarship is a memorial to Susan Shuttleworth Stout, Class of 1958. The award is made annually to the rising senior majoring in Exercise and Sport Science with the highest academic average for five semesters.

The Betsy Umstead Undergraduate Scholarship. This scholarship was established at the retirement of Dr. Betsy Umstead in 1994 by her friends, family and colleagues in honor of Dr. Umstead's nearly thirty years of service to the Department of Exercise and Sport Science. An award is made annually to an upperclass Exercise and Sport Science major who has an overall GPA of 3.0 and demonstrates leadership through community involvement and extracurricular activities. Preference is given to residents of North Carolina with financial need who plan to teach. The scholarship is renewable for one year.

History

Ethel Stephens Arnett Scholarship. The Ethel Stephens Arnett Scholarship was established in 1981 by her daughters, Georgia Arnett Bonds and Dorothy Arnett Dixon. Income from the fund is awarded by the University Scholarship Committee each year to a sophomore, junior, or senior majoring in history or English. Academic achievement, with a student holding a 3.0 overall academic average, is to be a major consideration.

Katherine Robinson Everett Scholarship Fund. This fund was established in October 1983, by Mrs. Everett, Class of 1913. Income from this fund is awarded annually for tuition for a full-time student(s) in the History Department. Recipients are nominated by the Chair of the History Department and are selected on the basis of academic promise and ability.

Richard G. Lane Memorial History Scholarship. Established in 1987 by Dr. William G. Lane, Professor of English, and Mrs. Lane, this memorial fund honors their son, Richard G. Lane, whose special academic interests focused on Asian and military history. Annual awards are made by the History Department faculty on the basis of academic merit and scholarship to history students whose interests parallel those of the honoree.

The Vera Largent Scholarship in History. Established by bequest of the late Miss Vera Ione Largent, Professor Emeritus of History, this grant is awarded to a rising senior history major selected by a committee of History Department faculty members.

Rebecca Chambers Wright Scholarship. This fund, established in memory of Rebecca Chambers Wright, provides an annual scholarship to a student majoring in history. When funds are available, additional awards are made to students in the liberal arts.

Human Environmental Sciences

Pamela A. and Richard R. Allen Scholarship. This scholarship is awarded to students in the Department of Housing and Interior Design based on academic merit. Selection of candidates is made by the Dean of the School of Human Environmental Sciences. Recipients must be U.S. citizens and preference is given to students who plan to work in the furniture industry. The Scholarship may be renewable for recipients who maintain a 3.5 overall garde point average.

The Kristin Anderson Scholarship. The parents of Miss Kristin Anderson, a member of the Class of 1965, established a scholarship in interior design in memory of their daughter, who died in an airplane crash in 1969.

Architectural Woodwork Institute Scholarships-Carolina Chapter. Three $500 scholarships are awarded annually to outstanding rising seniors majoring in interior design.

Linda and Roy Arrington Scholarship. This award was established in 1988 by Linda and Roy Arrington, owners of Addam's University Book Store. Awards are made to undergraduate or graduate Interior Design majors who demonstrate academic merit. Financial need may be considered. Undergraduate scholarships are renewable up to four years, and graduate scholarships are renewable up to three years.

Bernice Bienenstock Furniture Library Scholarship. The Bernice Bienenstock Furniture Library makes an annual gift to support scholarships for students with financial need with a preference for students pursuing home furnishings related studies in the Department of Housing and Interior Design.

Frances B. Buchanan Scholarship. A scholarship is awarded in memory of Dr. Buchanan who was a member of the faculty in Clothing and Textiles for fourteen years before her death in 1974. Awards are made on the basis of financial need.

Helen Canaday Scholarship. A scholarship was established in 1984 in honor of Dr. Canaday, retired professor of Child Development. Awards are made to Human Development and Family Studies majors on the basis of academic achievement and financial need.

Mildred B. Davis Scholarship in Nutrition Education. A scholarship was established in memory of Miss Davis, former member of the Food and Nutrition faculty, and Coordinator of Continuing Education. An award is made each year to a Food, Nutrition, and Food Service Management major who demonstrates outstanding academic achievement and potential. Financial need may also be considered.

Virginia Morgan Dysard Scholarship. This fund was established by Mrs. Virginia Morgan Dysard, Class of 1933. Scholarships are awarded annually to students in any discipline related to Human Environmental Sciences. The scholarship is awarded on the basis of high academic merit with consideration given to financial need.

Sue Ramsey Johnston Ferguson Scholarship. An endowed scholarship fund was established in 1978 in memory of Sue Ramsey Johnston Ferguson of Taylorsville. Mrs. Ferguson served the University as Vice President and President of the Home Economics Foundation, and as President of the Alumnae Association. Scholarships from the fund are awarded to students majoring in Food, Nutrition, and Food Service Management.

Vera Armfield Foscue Interior Design Scholarship. Mr. and Mrs. Henry Foscue established this scholarship in memory of Mr. Foscue's mother. The award is based on academic achievement and potential. The recipient is selected by the departmental faculty of the Interior Design Department.

Oscar A. and Ada Parks Gillam Scholarship. In 1979 Bess Gillam Kerley, Class of 1940, established the Gillam Scholarship Fund in memory of her parents, Oscar A. and Ada Parks Gillam. Renewable awards are given to entering undergraduate students from Burke County, NC, majoring in Human Environmental Sciences who have financial need. If there is no suitable candidate in Human Environmental Sciences, an award may be made to an Education major.

The Elizabeth Hathaway Scholarship. This fund was established in 1968 by members of the faculty in honor of Miss Elizabeth Hathaway for an annual award to an interior design major. Miss Hathaway is an Emeritus Faculty member of the School and a graduate of the Class of 1925.

Ellen Hickman Scholarship. The Ellen Hickman Endowed Scholarship was established in 1975 in memory of Ellen Hickman, a graduate of the University with a major in Child Development and Family Relations. The award is given annually to an undergraduate or graduate student on the basis of academic achievement with secondary consideration for financial need. Selection is made by a committee in the Department of Human Development and Family Studies.

Human Environmental Sciences Faculty/Staff Scholarships. Awards, supported by contributions from members of the faculty/staff of the school are given annually to undergraduates on the basis of scholarship and need.

Pauline E. Keeney Scholarship. This fund was established in 1975 by members of the faculty, alumni, and friends of Dr. Pauline Keeney, an Emeritus Faculty member of the Department of Clothing and Textiles. Awards are made to rising juniors or seniors majoring in Clothing and Textiles who have financial need.

The Mrs. John A. Kellenberger Scholarship. Mrs. Rachel Shipes Venette of Jacksonville, NC, Class of 1932, bequeathed to UNCG funds to establish a scholarship in honor of Mrs. John A. Kellenberger of Greensboro. The income from this bequest is to be awarded annually to needy students in the School of Human Environmental Sciences who are from Johnston or Onslow counties.

York Kiker Scholarship. This scholarship was established in honor of Miss Kiker, a member of the Class of 1939 and a former marketing specialist with the North Carolina Department of Agriculture. The award is made to a Human Development and Family Studies major who is concentrating in business and community service.

Mose Kiser Scholarship. Earnings from this fund, contributed by friends and family of Mose Kiser, Sr., are awarded annually to a student majoring in Food, Nutrition, and Food Service Management.

Louise Lowe Scholarship. This scholarship is awarded annually to a student or students in the School of Human Environmental Sciences in honor of Miss Lowe, retired Associate Professor of Home Economics Education.

Miriam Scott Mayo and Hazeleene Tate Scott Scholarship. This award was established in 1987 by Mrs. Mayo in honor of her mother, Hazeleene Tate Scott, Class of 1923. The award goes to an undergraduate or graduate student who demonstrates a high level of academic excellence in the School of Human Environmental Sciences.

Glenda Kay Mitchell Scholarship. This scholarship is awarded annually in memory of Glenda Kay Mitchell, Class of 1969, to an undergraduate student intern in Clothing and Textiles. The recipient is selected by faculty in Clothing and Textiles.

Annette L. Moore Scholarship Fund. This scholarship was established in 1980 to honor Annette L. Moore, former President of the North Carolina Dietetic Association. Annual awards are available to upperclass majors in Food, Nutrition, and Food Service Management.

Patrician Furniture Company Scholarship in Housing and Interior Design. The Patrician Furniture Company makes an annual gift supporting scholarships for rising third or fourth year undergraduate students who have demonstrated financial need, academic achievement, and an intention to pursue a career in contract design interiors or furnishings.

Julia Richman Scholarship. This award is given annually to a student(s) majoring in Human Development and Family Studies. The award was established in 1987 by Dr. Samuel Richman to honor his wife, a 1968 graduate and former faculty member.

Esther F. Segner Scholarship. This scholarship was established in 1988 through a bequest by Hazel May Segner, in memory of her sister, Esther Segner, who taught in the School of Home Economics. Undergraduate or graduate students majoring in Human Environmental Sciences who have demonstrated academic excellence are eligible for this award.

Sherrill Restaurant Management Scholarship. This scholarship was established in 1989 by William F. Sherrill, Joseph H. Sherrill, Sr., and Joseph H. Sherrill, Jr. The scholarship may be awarded to an outstanding undergraduate or graduate student majoring in Food, Nutrition, and Food Service Management who is concentrating in Restaurant Management. Recipients must demonstrate academic merit and leadership, must be a U.S. citizen, and must reside in any county or state where William Sherrill owns or operates a food service establishment, as well as the North Carolina counties of Surry, Ashe, Allegany, Stokes, and Forsyth. The award may be renewable for Freshmen up to four years.

Irwin V. Sperry Scholarship. This scholarship was established in memory of Dr. Irwin V. Sperry, former Chairman of the Department of Child Development and Family Relations. An annual award is made to an undergraduate student majoring in Human Development and Family Studies.

The Madeleine B. Street Scholarship. This fund was established in 1965 by members of the faculty in honor of Mrs. Madeleine B. Street, former professor and Chair of the Department of Housing and Interior Design, for an annual award to a student majoring in Human Environmental Sciences.

J. Nancy White Undergraduate Scholarship. This scholarship was established in 1988 by friends, former students, and colleagues of Nancy White, an Emeritus Faculty member in the Department of Human Development and Family Studies. An award is made each year to an undergraduate student majoring in Human Development and Family Studies who demonstrates financial need, academic merit, and a commitment to pursuing a career in Human Development and Family Studies. The scholarship is renewable subject to satisfactory academic progress.

Mathematics

Helen Barton Scholarship. Dr. Helen Barton, a member of the faculty in the Department of Mathematics, provided in her will for a scholarship to be awarded annually (or every two years) to a mathematics major who has shown interest and ability in mathematics.

Ione Holt Grogan Scholarship. A bequest to the University from Frank Elmer Grogan established this scholarship fund in 1976 in memory of Ione Holt Grogan. Awards are made to undergraduate students from North Carolina who are mathematics majors and who have good scholarship and leadership abilities.

Elizabeth Louisa "Libby" Jones Scholarship. See description under Competitive Awards, pp. 35-36.

The Mendenhall Scholarship Fund. Miss Gertrude Whittier Mendenhall, head of the Department of Mathematics from the founding of the University until her death in 1926, bequeathed a fund to endow a scholarship to be named in honor of her aunt, Judith J. Mendenhall. The will provides that a faculty committee award the scholarship annually to a deserving student "who has made good records in preparatory and freshman mathematics, and who desires to do higher work in mathematics and allied sciences."

Eldon E. and Christine J. Posey Mathematics Scholarship. The award is made annually to an undergraduate who has demonstrated academic excellence and who pursues a course of study in mathematics. The scholarship was established in 1986.

Cornelia Strong Memorial. Miss Cornelia Strong, a professor of mathematics at the University from 1905 until the time of her retirement in 1948, left a bequest for the Department of Mathematics. The income from her gift, together with those made in her memory by friends and relatives, is used to aid mathematics students recommended by the mathematics staff.

Medical Technology

Eva Kate Moore Scholarship. Provides a $1,000 award to sophomores, juniors and seniors majoring in the sciences, including nursing, with first preference given to students preparing for careers in medical technology.

Lettie Pate Whitehead Foundation. This grant provides scholarship funds for the education of poor and deserving Christian girls who are residents of one of the following states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

Pre-Medicine

Jessie Sinclair Collings Memorial Scholarship Fund. In 1983 Dr. Ruth M. Collings, through a bequest from her estate, established this fund in memory of her mother. The income from the fund is to be awarded as a scholarship to a female pre-medical student. Recipients are chosen by the Financial Aid Office, after conferring with the Preprofessional Programs Advisory Committee, primarily on the basis of academic achievement. Financial need also may be considered.

The Mrs. Charles D. McIver Memorial Scholarship Fund. This fund was established from a legacy of the late Dr. Anna M. Gove. The income from the gift is awarded every year as a scholarship to some capable, well-trained, and upright junior or senior who is planning to study for and secure the degree of Doctor of Medicine.

Music

Burlington Industries Undergraduate Music Scholarship. Awards are made to music majors upon the recommendation of the School of Music Scholarship Committee.

Barbara and Herman Cone, Jr. Scholarships. Mr. and Mrs. Herman Cone, Jr. established the Barbara and Herman Cone, Jr. Scholarships in January 1967. Scholarships range from $200 to $1,000 and are renewable each year so long as the student maintains satisfactory scholastic and musical progress.

Alyse Smith Cooper Scholarships. The Alyse Smith Cooper Scholarships were established by Mrs. Alyse Smith Cooper in 1962 for talented undergraduate students in music. Recipients are selected on the basis of performance ability and financial need.

Patricia Haines Copley Scholarship. H. Kerman Copley established the Patricia Haines Copley Scholarship in 1980 in honor of his wife, a 1949 School of Music graduate. The $300 annual scholarship is awarded to a student majoring in piano.

Maria Stedman Covington Scholarship. This is given annually to a musically and/or academically talented student in the School of Music.

Marion Covington Scholarships. Mrs. Marion Covington established the Marion Covington Scholarships in 1987. The scholarships, which range from $200 to $1,000, are awarded annually to deserving students in the School of Music.

Elizabeth Cowling Scholarship in Music. The scholarship is given annually to a graduate or undergraduate student majoring in music. The criteria for the award are based upon merit, although need may also be considered.

Hermene Warlich Eichhorn Scholarship. In 1974, friends of Hermene Warlich Eichhorn established a scholarship awarded annually to an outstanding music student through the endowed funds of the UNCG Musical Arts Guild. The award honors Mrs. Eichhorn, a School of Music alumna, for her years of service to the musical life of the campus and community as composer, organist, and community leader.

A. J. Fletcher Scholarship in Music. See description under Competitive Awards, pp. 35-36.

Roslyn Southerland Harris Scholarship Fund. Through a bequest in his will, in 1981 Samuel A. Harris established the Roslyn Southerland Harris Scholarship Fund in memory of his wife, a 1930 School of Music graduate. Fund earnings provide for annual scholarships and financial aid to deserving students in the School of Music.

Margaret McConnell Holt Scholarship. Established in 1988, the fund provides awards based on merit. Awards are recommended by the School of Music Scholarship Committee.

Kawai-Pearson Company Piano Scholarships. Kawai American Corporation provides $1,000 a year for piano scholarships in the School of Music. The recipients of these scholarships are chosen by the Dean of the School of Music.

The Grace Van Dyke More Memorial Scholarship. Miss Grace Van Dyke More, a member of the faculty of the School of Music for twenty-two years, bequeathed to the University an endowment which has been supplemented by gifts from Edna Williams Curl, '33, Nita Williams Dunn, '28, and Carlotta B. Jacoby, '26, which provides annual awards to students in music education.

Edwin Philip and Inga Borgstrom Morgan Piano Scholarship. Awards are made to piano majors selected by the Dean of the School of Music on the basis of academic achievement, musical ability and talent.

David Moskovitz Scholarship. This award honors a former faculty member and provides awards for piano students.

Music Scholarships. A number of general scholarships are available to majors in the School of Music who are outstanding performing musicians. Awards are made upon recommendation of the Dean of the School of Music.

Phi Mu Alpha Sinfonia-Iota Epsilon Chapter Scholarship. The Iota Epsilon Chapter of Phi Mu Alpha established a scholarship in 1980. Awards are made to music majors upon the recommendation of the School of Music Scholarship Committee.

School of Music Dean's Award in Piano. A gift in 1978 established an endowment which provides annual awards to piano students recommended by the School of Music Scholarship Committee.

School of Music Student and Faculty Scholarship. The scholarship is awarded annually to an undergraduate or graduate music major selected for special recognition of outstanding musical achievement.

Ila L. Hensley, Virginia Jeter Sneed, and Virginia Elizabeth Sneed Scholarship. This fund was established as a memorial to Ila Hensley in 1977, on the fiftieth anniversary of her graduation from the University. Miss Hensley was a music educator in North Carolina for many years. Recipients are recommended by the School of Music Scholarship Committee.

UNCG Musical Arts Guild Scholarship. Established in 1973 to provide recognition and assistance to students majoring in music, awards carry a cash stipend provided from the earnings of Guild endowments.

Elisabeth Fulton Van Noppen Scholarship Fund. Mrs. Donnell Van Noppen established this fund in December 1983 for annual awards to students majoring in music education. Academic achievement and musical talent are considered. Recipients are selected by the Dean of the School of Music upon the recommendation of the faculty of the School of Music.

Bo Williams/Ish Brady Award. The Bo Williams/Ish Brady Award was established in 1974 and provides an annual award to a deserving student in the School of Music.

Nursing

Victor and Emma Bates Scholarship. Mr. and Mrs. Victor Bates established this scholarship for students in the UNCG School of Nursing. Recipients must be North Carolina residents and preference is given to students from Guilford, Yadkin, and Montgomery counties.

Mildred Perkins Caldwell/St. Leo's Hospital Scholarship. Ruth Perkins Wicker established this fund to honor the memory of her sister, Mildred Perkins Caldwell, and the role that St. Leo's Hospital played in the development of nursing education in the Greensboro community.

Cassell/Saperstein Scholarship Fund. In 1985, Anna Lou and Arthur Cassell, and Sara Lee and Paul Saperstein established this School of Nursing scholarship in memory of Mrs. Cassell's parents, Harry and Celia Doctor. One award is made annually to a student majoring in nursing, with financial need being the primary consideration.

Daphine Doster Scholarship. Established in 1989 by Miss Doster, this scholarship provides awards to academically talented students in the School of Nursing. Recipients are selected by the Dean of the School of Nursing from recommendations made by the School's Scholarship Committee, which receives applications.

The Ethel Stewart Kiser Scholarship. This fund was established in 1968 at Wesley Long Hospital by the friends and family of Ethel Stewart Kiser. Awards are made to deserving needy students interested in pursuing a four-year course in the School of Nursing. Preference is given to students from Harnett County.

Nell Hendrix Knight Scholarship. The Greensboro Branch of the Guilford County Medical Auxiliary established this fund in 1965. Scholarship awards are made each year to deserving students who are rising juniors in the nursing major. Preference is given first to students from Guilford County and second to students from North Carolina.

Vera Belle Copeland Lashley Memorial Scholarship. Established in 1986, the award is for a nursing major from Moore County.

Doris Meador Scholarship. An anonymous gift provides an award for a needy rising senior nursing major interested in OB-GYN nursing.

Margaret C. Moore Scholarship Fund. Established in 1975 by friends, faculty, and students, this fund provides a yearly scholarship honoring the memory of Margaret C. Moore, an alumna of UNCG and faculty member in the School of Nursing.

Anne Murphy Scholarship. Burlington Industries, through its Department of Health and Safety, established the Anne Murphy Scholarship Fund in recognition of Ms. Murphy's service as an occupational health nurse. The scholarship is awarded to undergraduate students planning to enter the field of occupational health nursing.

Brenda Welling Rechtine Scholarship. Established in April 1984 by the family and friends of Brenda Welling Rechtine, the intent of this fund is to provide assistance to undergraduate students seeking baccalaureate degrees from the School of Nursing at the University. Recipients must be recommended for the award by the School of Nursing, meet the requirements for selection into the nursing major at the junior level, possess above-average scholastic ability and attainments, and demonstrate leadership ability and interest in fellow students.

Bridgett Wilson Ridge Scholarship. The Board of Trustees of Wesley Long Community Hospital approved a gift to establish this fund to honor the memory of Bridgett Wilson Ridge, a 1979 cum laude graduate of UNCG and a nurse at Wesley Long Hospital. The income provides an annual award to a junior or senior student majoring in nursing. Recipients are selected by the School of Nursing.

Katie B. Shepherd Scholarship. This scholarship is awarded annually to an undergraduate student in the School of Nursing. Recipients are chosen on the basis of financial need and academic achievement.

The Wesley Long Community Hospital Auxiliary Scholarship. This scholarship, granted annually on the basis of academic merit with some consideration of financial need, is given to nursing students at the graduate or undergraduate level.

The Wesley Long Community Hospital Scholarship. Awards are offered each year to two outstanding students in the School of Nursing from an annual gift from the hospital.

The Wesley Long Hospital Scholarship-Loan. The Wesley Long Hospital, Inc. contributed funds to the University for scholarship-loan awards of $1,500 per year to students in the junior and senior years of the nursing program at UNCG. Each year's award may be cancelled for a year of full-time employment as a staff nurse at The Wesley Long Hospital.

John W. Umstead, Jr. Scholarship. Established in 1987 by his daughter Anne Umstead Maultsby, the fund honors the late John W. Umstead, Jr., a state senator and businessman who was known as a champion of mental health, prison reform, and public education. Awards are made annually to nursing students, selected by the Dean of Nursing on the basis of merit, giving consideration to financial need.

Lettie Pate Whitehead Foundation. This grant provides scholarship funds for the education of poor and deserving Christian girls who are residents of one of the following states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

The Betty Woodroof Scholarship. The Women's Auxiliary of The Moses H. Cone Memorial Hospital established this scholarship in 1970 as a memorial to one of its members. The fund provides a $1,250 per year scholarship for four years of study to a student in the School of Nursing. Selection is made by the Faculty Scholarship Committee and the Dean of the School of Nursing on the basis of financial need, academic standing, and character.

Physics

Glaxo Women in Science Scholars. See description under Competitive Awards, pp. 35-36.

Elizabeth Louisa "Libby" Jones Scholarship. See description under Competitive Awards, pp. 35-36.

Political Science

Annie Moring Alexander Scholarship in Political Science. Established in 1987, the funds are used for a $2,000 undergraduate scholarship or graduate fellowship for a student selected by the Department of Political Science and the Financial Aid Office.

Public Health Education

Lettie Pate Whitehead Foundation. This grant provides scholarship funds for the education of poor and deserving Christian girls who are residents of one of the following states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

Romance Languages

The Winfield S. Barney Award. In 1956 the colleagues, friends, and former students of Dr. W. S. Barney, Chairman of the Department of Romance Languages, established this fund in his memory. The income from it is periodically used for an award to senior students of Romance Languages with distinguished academic records.

Mary Eliza Spicer Scholarship. Awards are given annually to rising juniors and seniors majoring in one of the Romance Languages. The recipients are selected on the basis of demonstrated ability in French or Spanish. This fund was established by Pierce T. Angell and daughter, Susan Spicer Angell, in memory of Mary Eliza Spicer Angell, Class of 1929.

Social Work

Stern-Ruskin Scholarship. This fund was stablished in 1987 by Jerome and Marnie Stern Ruskin in honor of their parents, Ike and Dorothy Stern and Saretta Ruskin. This scholarship is awarded annually to a student majoring in social work with preference given to a student emphasizing study and gerontology.

Lyda Gordon Shivers Memorial Fund. This fund was established in 1972 by friends and family of Lyda Gordon Shivers, a longtime faculty member in Sociology. The awarding of this fund will alternate between Sociology and Social Work majors. Recipients must demonstrate merit and need.

Sociology

Lyda Gordon Shivers Memorial Fund. This fund was established in 1972 by friends and family of Lyda Gordon Shivers, a longtime faculty member in Sociology. The awarding of this fund will alternate between Sociology and Social Work majors. Recipients must demonstrate merit and need.

Social Sciences

The Anna Howard Shaw Scholarship Fund. The late Miss Lucy B. Anthony of Moylan, PA, established this fund to keep alive the memory of Dr. Anna Howard Shaw. The scholarship is awarded annually to an outstanding student in the field of social science.

The Mina Weil Memorial Scholarship Fund. In memory of her mother, Mrs. Mina Weil, Miss Gertrude Weil established a scholarship in the social sciences. The income from this fund is awarded annually to a member of the junior or senior class who is majoring in a social science.

Spanish

Augustine LaRochelle Scholarship in Spanish. A bequest provides annual scholarship support for Spanish majors selected on the basis of merit.

Speech Pathology and Audiology

Speech and Hearing Association Scholarship. This fund was established in 1972 by the University Speech and Hearing Association. The income from the fund is to be used to support an annual scholarship awarded to a rising junior or senior majoring in speech pathology and audiology. The basis for selection is academic merit, character, leadership, and financial need.

Lettie Pate Whitehead Foundation. This grant provides scholarship funds for the education of poor and deserving Christian girls who are residents of one of the following states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

Theatre

Dr. John T. and Mary Louise Lowe Burns Memorial Scholarship in Dance and Musical Theatre. Established in 1993 with a gift from the estate of John T. and Mary Louise Lowe Burns, this fund provides scholarships for students who have demonstrated an interest in preparing for careers in dance and musical theatre.

Anita C. Fox Memorial Scholarship. Anita C. Fox, a performer with Parkway Playhouse, died in an automobile accident in September 1981, and this fund was established by friends of UNCG as a memorial to her. UNCG students who are BFA majors in theatre and are performing at Parkway Playhouse are eligible for grants from this fund. Recipients must apply for financial aid and are chosen by the Director of Parkway Playhouse and a committee from the Department of Communication and Theatre.

W. Raymond Taylor Scholarship in Drama. An award is made each year to a student who shows promise for a career in the theatre. The fund was established in honor of W. Raymond Taylor who was, for more than thirty years, Director of Drama at the University.

Outside Scholarships

Recipients of the following scholarships are selected by donors outside of the University.

Dr. Wade H. Atkinson Scholarships. Established in 1964 at the bequest of Mrs. Mary E. Atkinson in memory of her husband, Dr. Wade H. Atkinson, these scholarships are intended to provide financial assistance to students who are residents of Johnston County, NC. Three Atkinson Scholarships are awarded annually, the amount of the awards varying according to income available from the trust, and as many as twelve scholars may be supported by the trust in a single year. The Atkinson Scholarship may be renewed annually for three academic years, provided the recipient makes satisfactory academic progress. In exceptional circumstances, the scholarship may be renewed for postgraduate work.

The Aubrey Lee Brooks Scholarship. Scholarships are awarded annually to high school seniors on the basis of academic standing, character, leadership, and financial need. Applicants for the scholarship must be residents of Alamance, Caswell, Durham, Forsyth, Granville, Guilford, Orange, Person, Rockingham, Stokes, or Surry counties and must attend either North Carolina State University, The University of North Carolina at Chapel Hill, or The University of North Carolina at Greensboro. The annual stipend is $3,000 and may be renewed for a period of four academic years. Applications should be obtained from the student's high school principal before February 1.

Thomas Holmes Carrow Scholarship. Mrs. Sara E. Carrow established this fund in memory of her late husband, Thomas Holmes Carrow. The scholarship is intended to provide partial financial support to a needy and deserving student who graduates from East Carteret County High School in Beaufort, NC. Recipients of this fund are nominated by the full-time faculty of East Carteret County High School and selected by the North Carolina Education Assistance Authority.

Dr. A. P. and Frances Dickson Scholarships. A Dickson Scholarship is awarded annually to a full-time undergraduate student who is a resident of Hoke County, NC. Recipients are chosen by the Financial Aid Office on the basis of academic merit and financial need. Awards are nonrenewable and the amounts of awards vary according to income available from the trust.

James Lee Love Scholarships. Each year a Love Scholarship is awarded to a full-time undergraduate student who is a resident of North Carolina. Recipients are chosen by the Financial Aid Office on the basis of academic merit and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

The James G. K. McClure Education and Development Fund, Inc. A limited number of scholarships are awarded to qualified freshmen from Alleghany, Ashe, Buncombe, Burke, Caldwell, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Watauga, and Yancey counties. The nonrenewable awards of $750 aid financially deserving, academically promising students, with preference given to rural residents. A special application is available from the Financial Aid Office and should be submitted by March 15.

Moses Cone Hospital Scholarship-Loan Fund. This fund, which was established in 1960 by the Moses H. Cone Memorial Hospital, provides scholarship-loans of up to $1,500 annually to deserving students in nursing. The full amount of each scholarship-loan, including interest, will be canceled for each year of employment as a full-time nurse, immediately following graduation, at Moses Cone Hospital.

Quota Club of Greensboro—Quota International, Inc. Scholarship. A $500 scholarship, based on merit, is presented to a senior student majoring in communication disorders.

Marie Palmer Stewart Scholarship Trust. Through a bequest in her will, Marie Palmer Stewart established this fund. Earnings from a trust fund managed by Wachovia Bank provide scholarships to qualified recipients from Macon County, NC, and the mountains of western North Carolina. Recipients are selected by the Guidance Counselor at Franklin High School in Macon County.

C.M. and M.D. Suther Scholarship. A Suther Scholarship is awarded annually to a full-time North Carolina resident undergraduate student on the basis of academic standing and financial need. Recipients are chosen by the Financial Aid Office. Awards are nonrenewable and vary in amount according to income available from the trust which is managed by the North Carolina Educational Assistance Authority.

Loan Funds

Maude L. Adams
Alamance County Chapter of the Alumni Association
Alumnae Class Organ Alumni
Sarah Atkinson
Emily S. Austin
Mary Cochrane Austin
Annette Beck
James Boyd
* Belinda Brandon Memorial
Victor Bryant
Gradys Bullock Memorial
Daphne Carraway Memorial
Class of 1915
* Class of 1920 Memorial
Class of 1925
Class of 1929
Class of 1935
Class of 1936
Class of 1940
* Class of 1971
Judge E. B. Cline
Laura H. Colt
Ida Houghton Cowan
Elizabeth Duncan International Student
Federation of Women's Clubs
Millie D. Fetzer
Julius Foust
* June P. Galloway
* Frank P. Graham
Martha Irvin Groome Memorial
Claude Heath
* Pauline Hester Green Hester and Brig. Gen. Hugh B. Hester
Home Economics Club
Lucille Horn Memorial
J. B. Ivey
North Carolina Association of Jewish Women
Terry Kellar
John W. Kennedy Graduate Student
Nancy Lee Kiser Memorial
Flora Patterson Lane
Bertha Marvin Lee Memorial
McIver
Jessie McLean
Elizabeth Crow Mahler
* Katherine Mavity Martin
Masonic Theatre Educational Fund of New Bern
Virginia Barker Moffitt Memorial
Lily Conally Morehead
Musgrove Memorial
North Spencer
Luther L. Orrell, Sr. and Emma Peters Orrell
Mildred Orrell
Mary Oettinger Memorial
* Dorothy R. Phillips
Lela Wade Phillips
Rebecca Christine Phoenix Memorial
Winfield H. Rogers
Rotary
Royal Arch and Knights Templar
Patty Spruill Memorial
Lizzie Stewart
* Joseph B. Strohl Memorial
Mary McLean Taylor Memorial
Carrie MacRae Tillett Memorial
Town Students
* Weil-Wallerstein
Mrs. Hazel Ervin Wheeler Memorial
* Nancy Wilson
Clara Lee Lennon Withrow
Ruth Gooding Worley
Doris Wright Memorial
Pearl Wyche
Julia Frances Yancey

* *Short term emergency loans*

Chapter 4
Academic Regulations

The Academic Honor Policy

All work undertaken for academic credit at UNCG is governed by the Academic Honor Policy, which provides that all study be carried out in good faith and with due regard for the integrity of the learning process. Students, faculty and staff are responsible for ensuring that learning proceeds uncompromised by breaches of academic integrity and for ensuring that the Academic Honor Policy is recognized as the imperative governing all academic work at the University. A complete description of the Academic Honor Policy can be found in the UNCG **Policies for Students.**

Orientation Programs

New undergraduates are welcomed by a number of programs designed to assist with their transition into the UNCG community. The Office of Orientation coordinates these programs to meet the needs of traditional, nontraditional, minority, and disabled students. Orientation activities include academic advising and registration for classes along with tours of the campus, informal discussion groups with faculty members, and general information sessions facilitated by upperclass students. French, Latin and Spanish language and mathematics placement tests are also given at this time.

Students entering UNCG in the fall semester are invited to participate in the summer program, **Step Ahead,** which occurs the latter part of June, and a fall program which takes place a few days prior to the beginning of classes in August. Likewise, orientation programs are planned for students entering in January, a few days prior to the onset of classes for the spring semester.

Registration

Freshman and transfer students register for courses after the completion of their orientation programs. Dates are given in the University Calendar, pp. 2-3.

Former, special, or unclassified students receive registration notices by mail specifying a particular date to report for registration.

Continuing students, those enrolled in UNCG who are returning for another semester of work, may register at the end of one semester for the next semester. The student's registration card must be signed by the student's faculty advisor. Continuing students eligible to register who do not do so, will be required to pay a late registration fee. Registration dates for each semester are published in the University Calendar, pp. 2-3, and in each semester's **Schedule of Courses** booklet.

Academic Advising and Support Services

The Office of Academic Advising and Support Services coordinates academic advising for undergraduate students and administers undergraduate regulations.

The Director of the Office of Academic Advising and Support Services is responsible for the monitoring of University Undergraduate academic regulations as described on the following pages. Any student with questions concerning academic regulations should address them to the staff in the Office of Academic Advising and Support Services. If a student, because of extenuating circumstances, wishes to have a regulation set aside, he/she should petition to the Director on an Academic Policy Petition form. These forms may be obtained in the Office of Academic Advising and Support Services, 159 Mossman Building.

Each student is assigned a faculty advisor. Students are expected to meet with their advisor during registration periods and whenever the student needs advice in selecting courses and assistance in planning an individual program of study. Some departments and schools have established advising centers or appointed coordinators to assist students with academic matters pertinent to their major. These serve as a complement to the faculty advising program.

A staff of academic advisors is available in the Office of Academic Advising and Support Services from 8 a.m. to 5 p.m., Monday, Thursday, and Friday, and from 8 a.m. to 6:30 p.m. on Tuesday and Wednesday to answer questions and to assist students with academic matters beyond the scope of the faculty advisor. Please refer to page 405 for a description of services offered by the office.

Office of Student Evening Services

The Office of Student Evening Services is located at 105 Elliott Center (EUC). The office hours are 5 - 8 p.m. Monday through Thursday.

SES provides all services associated with Admissions, Cashier, Financial Aid, Graduate School, Health Center (Immunization Clearance), Registrar, Student Affairs and Traffic Records.

This evening service complements these evening degree programs: Accounting, English, Nursing (RNs only), Management and Marketing, Psychology, and Social Work.

Immediate action can be taken in most situations and follow-up decisions are coordinated to provide quick responses to evening students. Students may also call SES at (910) 334-4290.

The Office of Academic Advising and Support Services also extends their office hours on Tuesdays and Wednesdays until 6:30 p.m. ro provide academic advising for evening students.

Selecting Courses

Course Loads

Undergraduates normally take five courses per semester. Since a majority of courses carry three semester hours of credit with some carrying four hours of credit, a normal course load is 15 or 16 hours per semester. Students may not take more than 19 hours per semester except with the approval of the Director of Academic Advising and Support Services. Students who have cumulative grade point averages of 3.0 may be authorized, in special circumstances and at the discretion of the Director of Academic Advising and Support Services, to carry a maximum of 21 semester hours of course work. The Academic Policy Petition form is used for such requests and can be obtained in 159 Mossman Building.

An undergraduate student must be enrolled for a minimum of 12 hours to qualify for full-time certification to any organization.

Suggested Academic Workload Guidelines

Students should be aware that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the following recommendations are offered:

1. In general, students should plan to devote between 2-3 hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30-45 hours weekly for completing outside-of-class reading, study, and homework assignments.

2. Students who are employed more than 5-10 hours each week should consider reducing their course loads (credit hours), depending upon their study habits, learning abilities and course work requirements.

Course Levels

Course level numbers are structured as follows:

100-199—intended primarily for freshmen
200-299—intended primarily for sophomores
300-399—intended primarily for juniors
400-499—intended primarily for seniors
500-599—intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores
600-749—restricted to students who are classified as graduate students
750-799—restricted to students admitted to doctoral programs

Adding Courses

Courses may be added to a student's schedule during a one-week period at the beginning of each semester. After the one-week period has passed, a student desiring to add a course must petition for approval from the Director of Academic Advising and Support Services with support from the instructor of the course. Unusual circumstances must be demonstrated.

Dropping Courses

Withdrawal from a course or courses within the first eight weeks of the semester shall be without penalty and hours shall not be computed as hours attempted.

Withdrawal without penalty from a course or courses after the eight-week deadline but before the end of the semester shall be approved only for appropriate cause as determined by medical, psychological, or administrative reasons. Courses of less than one semester's duration, including summer school courses, shall have shorter deadlines (proportional to the eight-week deadline for the regular semester) for withdrawal. These deadlines are announced in the **Schedule of Courses** or class syllabi.

The Director of Academic Advising and Support Services shall be responsible for authorizing these withdrawals after consultation with the instructor, and with the Director of the Student Health Center or the Director of the Counseling and Testing Center as appropriate, and shall further be responsible for notifying the instructor(s) and the appropriate Director in writing of the Director of Academic Advising's decision in each case. An instructor whose recommendation to the Director is overruled may appeal that decision to the Provost. **Unauthorized withdrawals after the first eight weeks shall be counted as WF and computed in the grade point average.**

The grade **W** indicates that the student either withdrew from the course within the eight-week, no-penalty period or that the student withdrew at a later date for appropriate cause determined by medical, psychological, or administrative reasons.

If a student is enrolled in only one course and drops that course, the student must officially withdraw from the University.

Retroactive Withdrawals (see Retroactive Grade Change on p. 54)

Withdrawal from the University

A student wishing to withdraw from the University should follow the official procedure which is initiated in the Office of Academic Advising and Support Services. Withdrawals without penalty for medical or psychological reasons are authorized by the Director of the Student Health Center, the Director of the Counseling and Testing Center, or by the Director of the Office of Academic Advising and Support Services. Withdrawals without penalty for administrative reasons are authorized by the Director of Academic Advising and Support Services. The same policy for assigning **W** or **WF** grades as described above shall apply.

AUDITING COURSES

Regular full-time students may audit courses upon the written approval of their faculty advisor and the instructor. Auditors must register officially for the class. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. An auditor is

not required to take examinations and tests and receives no credit for the course.

Registration may not be changed from audit to credit or from credit to audit after the one-week drop/add period ends.

Regulations regarding visiting auditors and part-time auditing students are found on p. 23-24. For auditing fees, see p. 30.

CLASS ATTENDANCE

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Student's Responsibility

1. Knowledge of each instructor's attendance policy and monitoring his or her class absences throughout the term.

2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.

3. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.

4. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Instructor's Responsibility

1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.

2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.

3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.

4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course.

Appeals

If a student thinks there is a discrepancy between the instructor's exaction of a penalty for unsatisfactory class attendance and the stated policy or that there is an extenuating circumstance that may affect the instructor's decision, then he or she should first make a request to the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

GRADING

Final Course Examinations

Students are required to take a final examination, if one is given, on every course for which they are registered. Exceptions hold for seniors in the Honors Program (see Chapter 6).

No final examinations may be given except during the regular examination period of the semester. According to faculty policy, no test which shall be substituted for the final examination can be given between November 25 and the opening of fall examination week. In the spring semester, no such test can be given after April 15.

During the ten calendar days prior to Reading Day in the fall semester and in the spring semester, no hourly tests may be given unless they were announced during the first month of the semester.

Grades

A grade in a course is based on the quality of the student's classroom and written work throughout the semester. It is not based on the final examination alone. A grade report is sent to each student at the end of the semester by the Registrar.

UNCG currently uses the following grading system:

A **Excellent**— indicates achievement of distinction and excellence in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.

B **Good**— indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C **Average**—indicates the acceptable standard for graduation from UNCG. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention.

Such acceptable standards should include the following factors: 1) familiarity with the content of the course; 2) familiarity with the methods of study of the course; 3) full participation in the work of the class; 4) ability to write about the subject in intelligible English.

D **Lowest Passing Grade**— indicates work which falls below the acceptable standards defined as **C** but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F **Failure**— indicates failure that may not be made up except by repeating the course.

I **Incomplete**— indicates that the completion of some part of the work for the course has been deferred because of prolonged illness of the student or because of some serious circumstances beyond the student's control.

Concomitantly with the recording of an Incomplete grade, the instructor files with the head of the school or department concerned, with the Registrar, and with the Office of Academic Advising and Support Services the student's average grade and the specific work which must be accomplished before the Incomplete can be removed. Incomplete grades may be recommended by the University physician, the Counseling and Testing Center, and by the Director of Academic Advising and Support Services. Also see section "Removal of Incompletes".

P/NP **Passing/Not Passing**— used for designated courses only; courses graded P/NP are so indicated in the course description

S/U **Satisfactory/Unsatisfactory**— used for designated courses only; courses graded S/U are so indicated in the course description

W **Withdrawal**—indicates a course from which the student withdrew during the first eight (8) weeks of classes; no academic penalty is attached to a grade of "W"; see also the section on "Dropping Courses", p. 50.

WF **Withdrawal with Failure**— indicates a course from which the student withdrew after the first eight (8) weeks of classes; a WF is computed in the student's GPA; see also the section on "Dropping Courses", p. 50.

WN **Withdrawal Not Passing**— used in courses designated P/NP

NC **No Credit**— indicates an audited course

Removal of Incomplete Grade

An Incomplete grade may be removed by completion of the deferred work. An Incomplete received during a semester or in summer school must be removed within six months from the last day of examinations in the term in which the course was taken. Current deadlines for removals of Incompletes are published each semester in the **Schedule of Courses** booklet.

An Incomplete not removed within this time limit is automatically converted to an **F** by the Registrar. A graduating senior who incurs an Incomplete and who has completed all requirements and enough semester hour credits and grade points to graduate may do so even though the Incomplete grade is outstanding. If the Incomplete is not removed within the required six months, it will be converted to F at the end of that period of time. When an Incomplete is removed, it may be replaced by **A, B, C, D, F,** or, in certain designated courses, **P, NP, S or U.**

Appeals

If a students wishes to appeal an assigned grade, the student should first discuss the concerns with the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

Semester Hour Credits

Credits for all courses are reported in semester hours. A semester hour credit equals one 50-minute class period per week or its equivalent throughout one semester. The number of semester hour credits given for each course is listed as part of the course description.

Except for independent study or where specific provision is made in the course description, no student may repeat for credit a course for which the student has earned credit. If a student repeats such a course, the grade will be recorded on the transcript, but no additional credit will be allowed toward graduation. Quality points are calculated into the cumulative grade point average for the first two attempts if the second grade is not an "F". For further information, see below for the Course Repeat Policy.

Grade Points and Grade Point Averages (GPA)

UNCG uses a semester hour credit and grade point system for evaluating undergraduates. Semester hour credits represent the number of course hours completed. Grade points are determined by the number of semester hour credits attempted and the grades earned.

The formula for calculating grade points follows:

A 4 grade points per hour of credit
B 3 grade points per hour of credit
C 2 grade points per hour of credit
D 1 grade point per hour of credit
F or WF no grade points

Currently, instructors can assign plus and minus grades to undergraduates, but the plus/minus distinctions do not affect the student's GPA. **Beginning with courses taken in Fall 1996,** however, plus/minus grades will be incorporated into the GPA for all undergraduates according to the following scale:

Grade	Grade Pts Assigned
A+/A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F/WF	0

Please note that this new scale will apply only to grades awarded for Fall 1996 and subsequent semesters; it will NOT be retroactive to previous semesters. Further, the new scale in no way modifies the University's minimum graduation requirement for undergraduates of a cumulative 2.00 GPA.

The grade point average is determined by dividing the accumulated number of grade points earned by the accumulated number of semester hours undertaken. Hours attempted but not passed must be included in this calculation. However, a second **F** or **WF** in the same course is not used in computing the grade point average. Courses graded on the **P/NP or S/U** basis and courses transferred from another institution (except those courses taken through the Consortium) may not be used in determining the UNCG grade point average.

ENG 100 and MAT 100 do not count toward graduation and therefore are not calculated in a student's GPA.

Repeated Courses/Grade Forgiveness

Commencing with the Fall Semester 1992, UNCG undergraduates are allowed to benefit from retaking a UNCG course because "quality points will be calculated as the average of the first two attempts". The new policy is stated below:

> Except for courses with specific provision in the course description for repeated credit, a course may be repeated for a better grade. Such course is subject to the following regulations: (1) credit hours for the course will count only one time in the total hours for the degree, and (2) quality points will be calculated as the average of the first two attempts.

It is important to note that the second "F" or "WF" policy stated above takes precedence over this policy. The repeated grade must be a "D" or above before it is calculated as the second attempt and averaged into the grade point average.

Some undergraduate courses at UNCG are only offered on a Pass/Not Pass basis. Grade forgiveness of such courses through repetition of the course is therefore not possible because of the P/NP policy and departmental restrictions. Course descriptions in the *Bulletin* identify courses which are graded on a P/NP basis, and which therefore cannot be repeated for a letter grade. Also see list of courses on p. 73.

Dean's List

Undergraduate students carrying 6 or more semester hours of course work graded on an A, B, C, D, or F basis are eligible for the Dean's List.

Students who earn a grade point average of 3.5 or better and who have no grade below "C" for the semester will be placed on the Dean's List. The list is compiled at the end of each semester or when a grade change is procesed after a semester for all students whose grade point average falls within the range at the time the report is prepared.

Recognition is accorded the recipients of this honor.

Classification of Students

Undergraduate students are classified as freshmen, sophomores, juniors, and seniors. These classifications are determined by the number of semester hours completed.

Freshman: Completion of less than 24 semester hours.

Sophomore: Completion of 24 semester hours.

Junior: Completion of 51 semester hours.

Senior: Completion of 84 semester hours.

Retroactive Grade Change

A retroactive grade change is a change in an officially recorded grade. A grade becomes officially recorded when the Registrar so stipulates. Except to correct clerical errors, **a retroactive grade change is an extraordinary action and is granted only in the most compelling circumstances.** No change may occur unless the instructor who gave the grade initiates the formal process of a retroactive grade change. The change must also be approved by the instructor's department head and by the instructor's dean. In the event that the instructor is, for practical purposes, unavailable, only the Academic Appeals Committee of the Faculty Senate may act in place of the instructor in the matter of a retroactive grade change.

Students shall be given one year to petition for retroactive W's following the semester in which grades were awarded. A retroactive grade change to a 'W' must meet the preceding conditions and be approved by the Director of Academic Advising and Support Services. In addition, an instructor who is being asked by a student to consider a retroactive withdrawal must be informed by Academic Advising and Support Services of how many courses were completed and how many requests for retroactive 'W' are being sought by the student for the semester in question.

ACADEMIC GOOD STANDING AT UNCG

To continue in academic good standing at UNCG, students who have completed all of their work at UNCG must meet the cumulative grade point average presented in the table on the next page. Transfer students must add the semester hours accepted in transfer to the hours attempted at UNCG to determine the cumulative grade point average necessary.

In addition, to meet graduation requirements, a student must present a minimum of 122 semester hours with a minimum cumulative grade point average of 2.00. **No more than 168 hours may be attempted toward an undergraduate degree.**

Some departments or schools at UNCG require a cumulative grade point average higher than 2.0 for admission to or continuance in a major program. See the department of your choice.

Required Cumulative Grade Point Averages for Academic Good Standing

Hours Attempted

24 OR LESS 1.30

25	1.31	49	1.48	73	1.65	97	1.82
26	1.31	50	1.49	74	1.66	98	1.83
27	1.32	51	1.49	75	1.66	99	1.84
28	1.33	52	1.50	76	1.67	100	1.84
29	1.34	53	1.51	77	1.68	101	1.85
30	1.34	54	1.51	78	1.69	102	1.86
31	1.35	55	1.52	79	1.69	103	1.86
32	1.36	56	1.53	80	1.70	104	1.87
33	1.36	57	1.54	81	1.71	105	1.88
34	1.37	58	1.54	82	1.71	106	1.89
35	1.38	59	1.55	83	1.72	107	1.89
36	1.39	60	1.56	84	1.73	108	1.90
37	1.39	61	1.56	85	1.74	109	1.91
38	1.40	62	1.57	86	1.74	110	1.91
39	1.41	63	1.58	87	1.75	111	1.92
40	1.41	64	1.59	88	1.76	112	1.93
41	1.42	65	1.59	89	1.76	113	1.94
42	1.43	66	1.60	90	1.77	114	1.94
43	1.44	67	1.61	91	1.78	115	1.95
44	1.44	68	1.61	92	1.79	116	1.96
45	1.45	69	1.62	93	1.79	117	1.96
46	1.46	70	1.63	94	1.80	118	1.97
47	1.46	71	1.64	95	1.81	119	1.98
48	1.47	72	1.64	96	1.81	120	1.99
						121	1.99

122 OR MORE 2.00

Academic Probation

A student whose cumulative grade point average is below that required is placed on academic probation. Failure to restore the required grade point average in one semester will result in academic suspension. Summer school grades shall be monitored for academic progress with proper transcript notations as in other semesters.

Students are expected to be aware at all times of their academic status and to be responsible for knowing whether or not they are on academic probation. Students on academic probation shall be limited to a maximum of 12 semester hours of credit in a fall or spring semester and no more than 4 semester hours in each half of summer school.

Removal of Academic Suspension

After at least one semester of academic suspension for failure to meet the minimum grade point average, a student may apply for readmission. (Summer School is not considered a semester for removal of academic suspension purposes.) If readmitted, the student will be placed on academic probation. Failure to meet the terms of this new academic probation period in one semester will again result in academic suspension.

UNCG reserves the right to deny enrollment of any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet the graduation requirements.

Academic Appeals

The Director of Academic Advising and Support Services and the Academic Appeals Committee, appointed from the faculty, consider special and meritorious requests for waivers of academic regulations stated in the UNCG catalog. The student should consult the Office of Academic Advising and Support Services for information concerning the appeal process.

CREDIT REGULATIONS

Summer Session Credits

Approval to be a visiting student at another college and to have the credits transferred to UNCG for degree credits must be obtained from the Office of Academic Advising and Support Services.

Students may enroll for no more than 14 semester hours during the entire Summer Session (two terms) unless permitted to take an increased load by the Director of Academic Advising and Support Services. Students will normally not be permitted to enroll for more than one semester hour of credit per week.

Transfer Credit

No more than 64 semester hours may be accepted in transfer from two-year institutions. Current UNCG policy stipulates that courses completed in technical, vocational, or professional programs at community colleges or courses from technical colleges or proprietary institutions cannot be accepted in transfer, unless they are part of an 2 + 2 Articulation Agreement. These agreements give students with articulated Associate in Applied Science degrees access only to complementary degrees at UNCG.

Extension or Correspondence Credit

Extension Credit. UNCG extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 semester hours in extension and/or correspondence credits may be applied to completion of work for an undergraduate degree. Academic departments may establish such course and credit limitations in acceptance of extension credit as may be required by specific degree programs.

Although UNCG extension credit is treated as transfer credit at the time of admission, it will be thereafter considered "Residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence Credit. Up to 64 semester hours in correspondence and extension credit may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of correspondence credit as may be required by specific degree programs.

Although UNCG correspondence credit is treated as transfer credit at the time of admission, it will be thereafter considered "Residence" credit for degree certification purposes. The grades and quality points are calculated in the UNCG grade point average.

Correspondence credit earned from institutions other than UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Only hours will be applied toward the UNCG degree.

Non-Credit Courses Available

English 100 and Mathematics 100 are offered for beginning students who need a transition course between their high school curriculum and entering the credit course work for a degree. **No credit toward graduation is given for either English 100 or Mathematics 100.**

UNCG students may not earn credit toward graduation for German 101 or Russian 101 unless they also complete German 102 and Russian 102.

Physical Education Credit Limit Policy

Any University student may take up to eight (8) hours of elective credit in physical education activity courses to apply toward graduation.

PLACEMENT EXAMINATIONS

Placement tests are given every summer during orientation **(Step Ahead)** and every semester during the advising and registration period. They are administered by the departments concerned. Students should check the course schedule booklet each semester for the exact dates and times during which the tests will be administered.

The results of placement tests on French, Latin, and Spanish are binding for student placement in courses. Students may enroll in mathematics courses at the level at which they place or in lower level courses. Students will not receive credit nor will they be exempt from University distribution requirements based on their performance on the tests.

French, Latin, and Spanish Placement Tests

Students who started French, Latin, or Spanish in secondary school and who are beginning their study of that language at UNCG must take a placement test. All transfer students returning to the study of French, Latin, or Spanish begun in high school but not previously pursued at the college level must also take the placement test. Students admitted with a two-unit language deficiency need not take the test. Students who are transferring credits in these languages from another college need not take the test in order to continue the same language at UNCG.

Mathematics Placement Tests

Placement tests in mathematics are mandatory for all freshman students and for all upperclass students who wish to take a college-level math course for the first time.

All degree programs currently require at least one mathematics course and may identify a specific one or more.

If a student is admitted with a mathematics deficiency in algebra and/or geometry, she/he must remove the deficiency even though the area of study at UNCG may not require mathematics. Any college-level mathematics course will remove the deficiency.

The table below indicates the appropriate placement in mathematics courses:

Placement Test Score Below 7
Student may enroll in: MAT 100*, MAT 112*, CSC 101*

Placement Test Score 7-9
Student may enroll in: STA 108, MAT 100, MAT 112, CSC 101

Placement Test Score 10-19
Student may enroll in: MAT 119, CSC 130 or STA 108, MAT 100, MAT 112, CSC 101

Placement Test Score 20-30
Student may enroll in: MAT 120, MAT 191, MAT 121 or STA 108, MAT 100, MAT 112, MAT 119, CSC 101, CSC 130

** MAT 100, MAT 112, and CSC 101 do not require a placement test score. However, any student who enrolls in a higher level mathematics course must have the appropriate placement test score or a grade of at least a C in the appropriate prerequisite course. MAT 112, STA 108, and CSC 101 do not prepare a student for MAT 119.* **MAT 100 does not count as credit toward graduation nor in the student's GPA.**

Placement Without Credit

Students with exceptional ability are encouraged to take examinations for placement without credit in order that they may take advantage of opportunities for advanced courses and for individual research or other creative endeavors.

Examinations for placement without credit will be administered by the departments or schools concerned. It is recommended that departments or schools make available to interested students reading lists and other source material which might assist the students in preparing for the examination.

Passing an examination of this type will not alter the number of hours required in that area or subject. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted toward graduation above the 100 level by the number of hours so waived.

In all cases where requirements of prerequisites are waived, by placement examination or other means, this fact should be reported in writing by the appropriate department head to the Office of Academic Advising and Support Services and should be entered on the student's record.

Special Examination for Credit

In exceptional circumstances, students may attempt to establish academic credit through a Special Examination upon the recommendation of the department or school and under the supervision of the Director of Academic Advising and Support Services.

Only those courses which are designated by the department or school may be credited by special examination. The department or school shall administer a written examination, except in cases where mastery of techniques may be demonstrated in other formats. Applications for the exam shall be made to the Director of Academic Advising and Support Services with the written permission of the head of the department or school, at least 30 days before the examination. A non-refundable fee will be charged, payable after the application has been approved.

Examinations must be taken before the last semester or 12-week summer session preceding the completion of the student's degree requirements. Students may not be tested in material for which they received high school credit, and transfer students may not extend the number of hours allowed in transfer by this method. Credit will not be given for a prerequisite to a course for which the student has already received credit. No examination may be given in a course for which the student has registered for audit.

No more than 12 semester hours may be earned toward graduation by this procedure. The School of Nursing has a special exemption to present 30 semester hours by the Special Examination Program (see School of Nursing). Credits earned in this manner may not be used to fulfill residency requirements.

A student must consult in advance with the faculty advisor and with the head of the department or school concerned and file evidence of having prepared for the exam. Assistance should be given to the student in developing reading lists and other source material.

Results of all examinations shall be reported to the Registrar before the first day of the next registration period. Credit, but no grade points, will be granted when the level of performance is C or better.

AVERAGE TIME TO GRADUATION

Many factors effect both the length of time and the number of credit hours an individual student will require to complete the baccalaureate degree. At UNCG the median number of months to graduation for full time students is 46. The median number of credit hours completed is 125.

Full time undergraduate students are expected to complete at least 15 credit hours per semester and failure to do so may lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.

Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific University requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation.

Criteria for admission to a specific major (outlined in this Bulletin) and continuation in that major may include a University grade point average exceeding that required for continuation within the University as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor, as soon as possible to insure that they meet the criteria.

25% TUITION SURCHARGE FOR UNDERGRADUATES

The General Assembly has instituted a twenty-five percent (25%) tuition surcharge (Section 89 (b), Senate Bill 27, 1993 Session) which is effective fall semester 1994 and applies to all NEW undergraduates seeking a baccalaureate degree. Specifically, it states,

> "The Board of Governors of The University of North Carolina shall ensure that procedures are established that are necessary to impose a twenty-five percent (25%) tuition surcharge on students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs. The Board shall report to the Joint Legislative Education Oversight Committee by April 1, 1994, on its recommendations for implementing this surcharge."

Students Subject to the Surcharge

The tuition surcharge will be applied to new undergraduate students enrolled for the first time in Fall 1994 in a degree program at UNCG as follows:

(1) For students earning a first baccalaureate degree in a program that requires no more than 128 credit hours, the surcharge shall be applied to all hours in excess of 140.

(2) For students earning a first baccalaureate degree in a UNC Board of Governors Board-approved program that requires more than 128 credit hours, the surcharge shall be applied to all hours that exceed 110 percent of the credit hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs as well as those involving double majors, or combined bachelor's/master's degrees.

(3) For students earning a baccalaureate degree other than their first, the surcharge shall be applied to all hours that exceed 110 percent of the minimum additional credit hours needed to earn the additional baccalaureate degree. The minimum additional credit hours will be determined by the degree audit performed by the Office of Academic Advising and Support Services during the first semester a student is enrolled in the second or other baccalaureate degree.

Students seeking a second baccalaureate degree are required to take 31 credit hours of residency at UNCG.

The surcharge will be imposed in the fall or spring semester and in all subsequent semesters where a student's cumulative credit hour total exceeds the threshold. The surcharge does not apply to required fees.

Hours INCUDED in Tuition Surcharge Hours:

The undergraduate credit hours to be counted in the calculation of the tuition surcharge include:

(1) all semester (fall and spring semester) academic credit hours attempted (includes repeated coursework and failed coursework); and

(2) all transfer credit hours accepted by UNCG.

Hours EXCLUDED from Tuition Surcharge Hours:

(1) College Board's Advanced Placement (AP) credit;

(2) College Level Examination Program (CLEP) or similar programs' credits;

(3) credit earned through any UNCG advanced placement, course validation or similar procedure;

(4) credit earned in summer sessions at UNCG or another UNC institution; and

(5) credit earned from an extension division of any UNC institution, including UNCG.

Students will be informed of the **Tuition Surcharge Hours earned each semester** and cumulatively in their tuition billing beginning with the fall semester 1995 report.

Students may contact the Office of Academic Advising and Support Services to obtain current information on their credit hours.

GRADUATION

At the beginning of the semester or summer session in which graduation is expected, students must officially apply for graduation to the Registrar. Fulfillment of all requirements for the degree applied for as well as official application for the degree are the student's responsibilities.

Academic Requirements

Candidates for a degree must satisfy all of the specific requirements of UNCG and of the School/College and department in which they major. They must present for graduation the specific number of hours required for the degree with a minimum cumulative overall grade point average of at least 2.0 on all hours undertaken.

At least 36 of the total semester hours for the degree must be at the 300-level or above.

Residence Requirements

All students are expected to take their last year in residence at UNCG, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of the Director of Academic Advising and Support Services, students may take 15 of their last 60 hours at another approved institution.

All students must complete at least 31 semester hours in residence at UNCG for the degree, 12 of which must be in the major field and 9 of which must be in the minor if a minor is sought. After enrollment, Extension credit and Correspondence courses offered by UNCG are considered residence credit. However, credit earned by special examination is not considered residence credit.

Time Requirements

Students must meet the University/College of Arts and Sciences Liberal Education Requirements for graduation as stated in the UNCG **Undergraduate Bulletin** for the year they began college-level work in an accredited post-secondary institution, or any subsequent year while they are enrolled.

Students must complete all degree requirements within seven years or must meet more current ones. The seven year catalog life applies to the University/College Liberal Education Requirements. Deans, however, reserve the authority to require that students meet the departmental requirements in force when the student declares or is formally admitted to a School/College major.

Application for Graduation

All undergraduate students are required to file an **application for graduation** in the Registrar's Office at the beginning of the semester in which they plan to graduate. This application is required for processing the final degree audit and for ordering diplomas. The deadline dates for filing are published each year in the University Calendar and in each semester's **Schedule of Courses** booklet. The deadlines for undergraduates filing for the 1995-96 academic year are:

- Friday, September 29, 1995, for those graduating in December 1995
- Friday, January 19, 1996, for those graduating in May 1996
- Friday, June 28, 1996, for those graduating in Summer (August) 1996

Undergraduates who do not file applications for graduation by the published deadlines **may petition to the Director of Academic Advising and Support Services for an exemption.** However, only extremely unusual circumstances warrant exceptions to these deadlines

as notification of the candidates for graduation must be submitted to the Board of Trustees for official action shortly after the deadline dates for filing each term.

Graduation with Honors

The designation of graduation with honors is based on all courses (including the last semester's work) for which grades and grade points are given. Any senior is eligible for honors who at the end of the senior year has completed at least 45 hours of work in residence at UNCG. This does not include hours for which credit and grade points have been received by special examinations.

Honors are awarded to graduating seniors as follows:

Summa cum laude (with highest honor) — achievement of a minimum grade point average of 3.90

Magna cum laude (with great honor) — achievement of a minimum grade point average of 3.70

Cum laude (with honor) — achievement of a minimum grade point average of 3.50

Commencement Participation Policy

Students completing all degree requirements by the end of the spring semester are encouraged to participate in May Commencement. Students completing degree requirements by the end of the Summer Session or by the end of the fall semester are encouraged to participate in the December Convocation and/or the following May Commencement.

Only those students whose degree requirements are completed by the end of the spring semester are authorized to participate in the May Commencement ceremony.

Students who do not apply for May graduation before the published deadline, or who do not complete degree requirements before the date designated in the University Calendar for final clearance, may apply for graduation in August or December and may participate in the December Convocation and/or the following May Commencement.

Degrees are conferred only after all requirements are completed and the Board of Trustees has taken official action.

OTHER REGULATIONS

Dual Registration: Undergraduate and Graduate

Any senior who is required to take less than 12 semester hours of work in the last semester of residence to fulfill all requirements for the bachelor's degree may register for graduate courses for graduate credit provided approval is granted by the Graduate Office, the student's faculty advisor, and the Director of Academic Advising and Support Services. The total load may not exceed 12 hours including undergraduate credit.

Students should be advised that approval for dual registration does not guarantee nor constitute acceptance into any graduate program.

Students must apply for admission to a graduate program before requests for dual registration can be approved, but do not have to be formally admitted until the end of the semester in which credit is earned.

Requirements for a Second Baccalaureate Degree

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree or a different major. In such a case, all the requirements for the second degree and major as stated in the catalog which the student is entitled to follow must be met. In any case, a minimum of 30 hours in residence beyond requirements for the first degree must be completed.

ACADEMIC REGULATION HIGHLIGHTS FOR UNDERGRADUATES

Degree & Graduation Requirements*

122 Minimum number of hours required for an undergraduate degree

168 Maximum number of hours that may be attempted toward an undergraduate degree

36 Minimum number of hours required towards the degree at or above the 300 course level

2.00 Minimum cumulative GPA required for graduation

Residency Requirements

Students must be in residence at UNCG for the last 31 hours.

Course Loads

12 hours/semester	Full-time status for undergraduates
15-16 hours/semester	Recommended course load per semester for full-time students
19 hours/semester	Maximum hours that can be taken without special approval from Academic Advising
14 hours	Maximum hours that can be taken during entire Summer Session (2 terms)

Suggested Academic Workload

2-3 hours of outside preparation per each hour spent in the classroom

GPA Calculation

accumulated grade points ÷ accumulated semester hours taken

Credit Limits**

64 Maximum credit hours that can be transferred from a 2-year institution

64 Maximum hours that can be applied to an undergraduate degree in extension and/or correspondence credit

8 Maximum number of Physical Education hours that may be applied toward degree as elective credit

8 Maximum number of Army ROTC hours that may be applied toward degree as elective credit

12 Maximum number of Air Force ROTC hours that may be applied toward degree as elective credit

Non-Credit Courses

MAT100 & ENG100 Neither course applies towards graduation or is calculated in the GPA

Undergraduate Classifications

Freshman	Completion of fewer than 24 semester hours
Sophomore	Completion of 24 semester hours
Junior	Completion of 51 semester hours
Senior	Completion of 84 semester hours

** Several undergraduate programs have semester hour and GPA requirements that exceed the University's minimum requirements. See specific programs for details.*

*** Please see Academic Advising and Support Services for complete information concerning transfer/extension/correspondence credit.*

Chapter 5
Academic Programs

Undergraduate Programs

UNCG offers six undergraduate degrees:

BA	Bachelor of Arts
BFA	Bachelor of Fine Arts
BM	Bachelor of Music
BS	Bachelor of Science
BSMT	Bachelor of Science in Medical Technology
BSN	Bachelor of Science in Nursing

Requirements for A Bachelor's Degree

A bachelor's degree from UNCG is awarded to a student who has met the following requirements:

1. Successful completion of a minimum of 122 semester hours, distributed as follows:

a.	Liberal education	45	semester hours (minimum)
b.	Major subject and related areas	60	semester hours (maximum)
c.	Electives	17	semester hours (minimum)
		122	

2. A grade point average on the hours attempted of not less than 2.0
3. At least 36 semester hours of courses at the 300 level or above.
4. Residence at UNCG for the last 31 semester hours

The College of Arts and Sciences and each of the six professional schools — Joseph M. Bryan School of Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; Nursing — have structured their individual degree programs to comply with this all-University degree framework.

Students who are undecided about their major are considered to be enrolled in the College of Arts and Sciences and should follow the College requirements (see pp. 75-77). Satisfying these requirements permits a student to pursue a major either in Arts and Sciences or in one of the professional schools.

Studies leading to the baccalaureate degree are offered in the programs listed on the following pages.

Average Time to Graduation

Many factors effect both the length of time and the number of credit hours an individual student will require to complete the baccalaureate degree. At UNCG the median number of months to graduation for full time students is 46. The median number of credit hours completed is 125.

Full time undergraduate students are expected to complete at least 15 credit hours per semester and failure to do so many lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.

Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific University requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation. Also see Tuition Surcharge, pp. 60-61.

Criteria for admission to a specific major (outlined in this *Bulletin*) and continuation in that major may include a University grade point average exceeding that required for continuation within the University as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor as soon as possible to ensure that they meet the criteria.

Changes in Degree Requirements and Other Regulations

The University reserves the right to make changes as required in course offerings, curricula, academic policies and other rules and regulations affecting students, to be effective whenever determined by the University. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

Undergraduate Areas of Study

The following are currently offered undergraduate areas of study. See departmental listings for specific program and degree requirements.

Areas of Study	Department/Division
The College of Arts and Sciences	
(degree is Bachelor of Arts unless otherwise stated)	
Acting (BFA)	Broadcasting/Cinema & Theatre
African American Studies (minor)	Special Programs in Liberal Studies
*Anthropology	Anthropology
Archaeology	Special Programs in Liberal Studies
Art (Studio)	Art
*Art Education I - General (BFA)	Art
*Art Education II - Studio Art (BFA)	Art
Art History	Art
*Biology (BA, BS)	Biology
Biopsychology (second major)	co-sponsored by Biology & Psychology
Biotechnology (concentration with BA, BS)	Biology
*Chemistry (BA, BS)	Chemistry
Classical Archaeology	Classical Studies
Classical Civilization	Classical Studies
Classical Studies (minor)	Classical Studies

** Teacher Education program is available in this area*

Communication Studies	Communication
Computer Science (BS)	Mathematical Sciences
Design (BFA)	Art
Design and Technical Theatre (BFA)	Broadcasting/Cinema & Theatre
Drama (BA, BFA)	Broadcasting/Cinema & Theatre
*Education of the Deaf (BS)	Communication
Educational Interpreter (BS)	Communication
English	English
*English — High School Teaching	English
Environmental Biology (concentration with BA, BS)	Biology
*French	Romance Languages
*Geography	Geography
*German	German & Russian
Greek Language and Literature	Classical Studies
*History	History
International Business Studies	Special Programs in Liberal Studies/Bryan School
International Studies	Special Programs in Liberal Studies
*Latin Language and Literature	Classical Studies
Linguistics	Special Programs in Liberal Studies
*Mathematics (BA, BS)	Mathematical Sciences
Media Studies	Broadcasting/Cinema & Theatre
Medical Technology (BSMT)	Biology
Museum Studies	Art
Organizational Communication	Communication
Painting (BFA)	Art
Philosophy	Philosophy
*Physics (BA, BS)	Physics & Astronomy
*Political Science	Political Science
Prelaw	Philosophy
*Psychology	Psychology
Religious Studies	Religious Studies
Sculpture (BFA)	Art
*Sociology	Sociology
*Spanish	Romance Languages
Speech Pathology and Audiology (BS)	Communication
Statistics	Mathematical Sciences
*Theatre Arts	Broadcasting/Cinema & Theatre
Women's Studies	Special Programs in Liberal Studies

Joseph M. Bryan School of Business and Economics

(degree is Bachelor of Science unless otherwise stated)

Accounting	Accounting
Business Administration	Bryan School Departments
*Business Education	Business & Marketing Education
*Economics (BA, BS)	Economics
Financial Economics	Economics
Finance, Insurance and Real Estate	Finance

** Teacher Education program is available in this area*

Human Resources	Management & Marketing
Information Systems	Information Systems & Operations Management
International Business Studies	co-sponsored with Special Programs in Liberal Studies
Management	Management & Marketing
*Marketing Education	Business & Marketing Education
Marketing	Management & Marketing
Merchandising Management	Management & Marketing
Office Systems Administration	Information Systems & Operations Management
Operations Management	Information Systems & Operations Management
Small Business Management/Entrepreneurship	Management & Marketing

School of Education

(degree is Bachelor of Science)

*Elementary Education (K-6)	Curriculum & Instruction
*Middle Grades Education (6-9)	Curriculum & Instruction

School of Health and Human Performance

(degree is Bachelor of Science unless otherwise stated)

Dance (BA, BFA)	Dance
*Dance Teacher Education	Dance
Health Education - Community Health Education	Public Health Education
*Health Education - School Health Education	Public Health Education
Exercise Science and Sports Studies	Exercise & Sport Science
*Physical Education Teacher Education	Exercise & Sport Science
Leisure Services Management	Leisure Studies
Therapeutic Recreation	Leisure Studies
Travel, Tourism, and Commercial Recreation	Leisure Studies

School of Human Environmental Sciences

(degree is Bachelor of Science)

Adult Dev. and Aging in the Family	Human Dev. & Family Std.
Child and Adolescent Dev. in the Family	Human Dev. & Family Std.
Clothing and Textiles	Clothing & Textiles
*Developmental Foundations in Preschool Education	Human Dev. & Family Std.
Dietetics	Food, Nutrition & Food Service Mgt.
Business & Community Services for Individuals & Families	Human Dev. & Family Std.
Food & Nutrition	Food, Nutrition & Food Service Mgt.
*Human Development & Family Studies	Human Dev. & Family Std.
Interior Design	Housing & Interior Design
Nutrition Science	Food, Nutrition & Food Service Mgt.
Restaurant & Institution Management	Food, Nutrition & Food Service Mgt.
Social Work	Social Work
*Social Work - Licensure in School Social Work	Social Work
Textile Products Marketing	Clothing & Textiles
Textile Products Design	Clothing & Textiles

** Teacher Education program is available in this area*

School of Music
(degree is Bachelor of Music unless stated otherwise)

General Music (BA)
Music History (BA)
Performance
Performance: Jazz Studies
Composition
*Choral/General Music Education
*Instrumental Music Education

School of Nursing
(degree is Bachelor of Science in Nursing)

Nursing

Special Programs in Liberal Studies (College of Arts and Sciences)
(degree is Bachelor of Arts unless stated otherwise)

Major Concentration

Archaeology
International Business Studies (BS)
International Studies:
- Global Affairs and International Development
- Inter-Cultural Studies
- Regional Studies: Russian Studies, European Studies (second major only)

Linguistics
Student-designed majors (e.g., Environmental Studies)
Women's Studies

Minor Concentration

All concentrations in which majors are listed plus:
- African American Studies
- International Studies: African Studies, Asian Studies

Accelerated Masters Programs for Undergraduates

Anthropology (BA)/Economics (MA)
Anthropology (BA)/Business Administration (MBA)
Biology (BA)/Chemistry (MS)
Business/Marketing Education (BS)/Business Education (MSBE)
Chemistry (BS)/Chemistry (MS)
Chemistry (BS)/Business Administration (MBA)
Economics (BA)/Economics (MA)
Economics (BA)/Public Affairs (MPA)
French (BA)/Business Administration (MBA)
Linguistics (BA)/English (MA)
Mathematics (BA, BS)/Mathematics (MA, MEd)
Music (BA)/Business Administration (MBA)
Physics (BA)/Business Administration (MBA)
Political Science (BA)/Economics (MA)
Political Science (BA)/Business Administration (MBA)
Political Science (BA)/Public Affairs (MPA)
Spanish (BA)/Business Administration (MBA)

** Teacher Education program is available in this area*

Other Programs

Freshman Seminars
Honors Program
Plan II
Residential College
Study Abroad

Preprofessional Programs in
- Dentistry
- Engineering
- Law
- Medicine
- Pharmacy
- Physical Therapy
- Veterinary Medicine

All-University Liberal Education Requirements (AULER)

Undergraduates who initiated college-level course work from regionally accredited post-secondary institutions Fall 1991 and later must meet All-University Liberal Education Requirements (AULER). Undergraduates who initiated college-level course work from regionally accredited post-secondary institutions prior to Fall 1991 may be entitled to complete pre-1991 liberal education requirements. These students should consult with the Office of Academic Advising and Support Services to determine their options and to obtain a list of courses approved to meet pre-AULER requirements.

Forty-five semester hours of course work comprise a **minimal** core of fundamental knowledge and intellectual skills which the faculty at UNCG believe all university-educated persons should possess. These hours are organized into the areas described on the following page. Courses satisfying these requirements have been approved by the appropriate University Instructional Area committee, the College Council of the College of Arts and Sciences and the Undergraduate Curriculum Committee. Each committee has reviewed from a different perspective the courses proposed. Guidelines followed in the selection process included: selecting only those courses considered to be fundamental, basic, and central to the instructional category; keeping the number of courses in each category as small as possible, emphasizing breadth of coverage rather than depth of examination; and, preferring courses open to freshmen and sophomores that have no prerequisites.

All undergraduate degree programs have AULER requirements. With few exceptions, the full 45 semester hours are required. Certain professional programs have been permitted to reduce slightly the number of AULER credits required in order to meet accreditation or licensing standards. Such exceptions are clearly shown in the descriptions of these special professional programs. **In addition, programs in the College of Arts and Sciences may exceed the requirements in several categories. These differences are noted in the appropriate description of College/School requirements for a particular program.**

The list of courses which satisfy AULER may be modified from time to time. The student's advisor is an additional source of information on the status of courses which currently meet the requirements.

The table on the following page provides a brief description of each Liberal Education Requirement Area as well as indicating the number of semester hours which are required in that area. A complete list of currently approved AULER courses follows the table.

All-University Liberal Education Requirements by Areas	Semester Hours
1. Analytic and Evaluative Studies A study of abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values: includes ethics, metaphysics, epistemology, historiography, religious thought and traditions, and cultural anthropology.	3
2. British or American Literature A study of selected major works of prose and poetry written in Britain or the United States.	3[AP]
3. Fine Arts A study of how ideas and feelings are shaped into artistic form in the visual arts, theatre, cinema, dance, or music.	3[AP]
4. Historical Perspectives on Western Culture A study from an historical point of view of formative periods in Western culture, looking at fundamental ideas, institutions, philosophical traditions, or literary and artistic masterpieces.	3[AP]
5. Mathematics A study of major concepts, theories, methods, and applications of the mathematical sciences.	3[AP]
6. Natural Science A study of basic physical or biological sciences with attention to the methods of scientific investigation.	6[AP]
7. Non-Western Studies A study of fundamental cultural forms, expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions.	3
8. Reasoning and Discourse Training in reasoning well, reading critically, writing cogently, or speaking persuasively.	6[AP]
9. Social and Behavioral Sciences A study of individuals, society, and human institutions and systems with an emphasis on the effect of social and environmental factors on individual experiences and behavior, and on the structures and mechanisms of societies.	6[AP]
10. World Literature A study of selected major works of prose and poetry written outside of Britain and the United States.	3
11. Electives Six additional hours in a foreign language* at any level or from any of the areas specified above.	6[AP]
Total Semester Hours Required by AULER	**45**

[AP] *Indicates that AP credit is available in these categories; see pp. 20-21 for AP course listings*

* *Students are reminded that they will be eligible for election to the UNCG chapter of Phi Beta Kappa only if they have completed the equivalent of six semester hours of foreign language study at the intermediate college level.*

Approved AULER Courses

As of the date of this publication, the following courses have been selected to satisfy the requirement in the areas designated. The appropriate distribution designation (AE, BL, FA, HP, MT, NS, NW, RD, SB, WL) also appears after the description of courses in the respective departments.

Approved AULER Courses by Area

Analytic and Evaluative Studies (AE) 3 Semester Hours Required
Anthropology 213, 360
Freshman Seminar in Analytic and Evaluative Studies 106
History 311, 360, 366
Honors 208
Philosophy 111, 119, 121, 220, 231, 259
Political Science 105
Religion 104, 107, 109, 110, 207, 226, 228, 309, 365
Residential College Core 108, 109, 208, 209
Women's Studies 350

British or American Literature (BL) 3 Semester Hours Required
Communication Studies 320
English 105, 106, 107, 211, 212, 251, 252, 331, 339, 340, 341
Freshman Seminar in British or American Literature 110
Honors 205a
Residential College Core 108, 109, 208, 209

Fine Arts (FA) 3 Semester Hours Required
Art 100, 101, 323
Broadcasting/Cinema and Theatre 121, 171, 221, 250, 323, 582
Dance 100, 200, 201, 202, 323
Freshman Seminar in Fine Arts 105
Honors 205c
Music 214, 241, 323

Historical Perspectives on Western Culture (HP) 3 Semester Hours Required
African American Studies 100
Classical Civilization 201, 202, 211, 212, 323
Communication Studies 205
Freshman Seminar in Historical Perspectives on Western Culture 101, 102
History 211, 212, 220, 221, 222, 223, 251, 252, 301, 302, 327, 335, 336, 357, 368, 369, 373, 374, 397
Philosophy 251, 252
Religion 131, 202, 204, 210, 212
Residential College Core 108, 109, 208, 209
Western Civilization 101, 102

Mathematics (MT) 3 Semester Hours Required
Mathematics 112, 119, 120, 121, 191
Statistics 108

Natural Science (NS) 6 Semester Hours Required
Anthropology 253, 331
Biology 105, 111, 112
Chemistry 103, 104, 106, 110, 111, 112, 114, 115
Clothing and Textiles 211
Food and Nutrition 213
Freshman Seminar in Natural Science 104, 104L
Geography 103, 111, 111L, 311, 311L, 314, 314L
Honors 207a, 207b
Physics 101, 102, 203, 209, 235, 291, 292, 305
Psychology 223, 223L

Non-Western Studies (NW) 3 Semester Hours Required
Anthropology 100, 325, 330, 333, 335, 337, 345
Clothing and Textiles 121
Broadcasting/Cinema and Theatre 586
Freshman Seminar in Non-Western Studies 109
Geography 104, 114, 303
History 203, 204, 215, 216, 239, 240, 361, 377, 381, 383, 384, 385, 386, 389
International Studies 233A
Music 343
Political Science 290, 391
Religion 111, 211, 218, 220, 221, 225, 351
Sociology 242, 300
Women's Studies 333

Reasoning and Discourse (RD) 6 Semester Hours Required
English 101 or Freshman Seminar in Reasoning and Discourse 103 or Residential College 101 **and** one of the following courses:
Communication Studies 105, 231, 341
English 102, 223, 301
Philosophy 115, 211

Social and Behavioral Sciences (SB) 6 Semester Hours Required

African American Studies 210
Anthropology 201, 212, 258
Communication Studies 106
Economics 101, 201, 202
Exercise and Sport Science 330
Freshman Seminar in Social and Behavioral Science 108
Geography 105, 202, 301, 344
Health 201, 360
Honors 206
Human Development and Family Studies 211, 212, 302
Political Science 200, 210, 240, 260
Psychology 221, 312, 341, 345
Residential College Core 108, 109, 208, 209
Sociology 201, 211, 222, 232
Social Work 311

World Literature (WL) 3 Semester Hours Required

Classical Civilization 205, 305, 306, 321, 324, 325
English 201, 202, 315, 371
Freshman Seminar in World Literature 107
French 222, 303, 307, 308
German 217, 218, 221
Honors 205b
Italian 222
Russian 201, 202, 313, 315, 316
Spanish 222, 305, 306

Electives 6 Semester Hours Required

Six additional hours from any of the areas specified above or in a foreign language at any level.

Total Semester Hours Required 45

Additional degree requirements have been established by the College of Arts and Sciences. Students who are undecided as to a major as well as those majoring in anthropology, art, biology, chemistry, communication and theatre, English, French, geography, German, Greek, history, interdepartmental studies, Latin, mathematics, medical technology, philosophy, physics, political science, psychology, religious studies, sociology, and Spanish are affected by these requirements. For these students the liberal education requirements total 54-55 hours, and are described in detail on p. 76. Students who satisfy the College requirements will also satisfy the All-University requirements.

Major Requirements

Each school or department establishes the course requirements for each major program, concentrations within a major, and related-area requirements.

Special Curriculum Option (Plan II)

For students whose needs are not met by the formal majors and degrees offered at UNCG, a special curriculum option—called Plan II—allows students to design their own course of study in consultation with appropriate faculty.

Students desiring to pursue Plan II should be advised that there is no guarantee that their proposed program will lead to graduation until it has been fully approved. Developing a program is a time consuming process, often taking one year from initial intent to final approval. Students must file a statement of intent to pursue Plan II in the Office of Academic Advising and Support Services prior to registering for their last 45 hours. Required steps have been adopted by the Undergraduate Curriculum Committee for approving Plan II programs. The following is an abbreviated description of the procedures that must be followed:

1. Consult with the Director of Academic Advising and Support Services regarding general requirements and procedures. All general University requirements and minimum admission requirements for the desired departmental programs must be met by any Plan II program.
2. Select a faculty advisor with expertise in the interdisciplinary major.
3. Select another member of the faculty to serve on an advisory committee.
4. Develop a formal proposal with the committee.
5. Send proposal to Undergraduate Curriculum Committee.

Minor modifications to an approved Plan II program may be made if approved by both the faculty advisor and the Director of Academic Advising and Support Services. Other modifications require the full process outlined.

GUIDE TO COURSE DESCRIPTIONS

In the following pages, the academic programs and course offerings of the University are set forth.

Regularly scheduled undergraduate classes for which fewer than ten students enroll (or graduate classes for which fewer than five students enroll) will be offered only with special approval of the Provost. If enrollment does not justify continuation of a class, the class may not be offered.

Each course description is represented by a three-letter symbol (indicating the department or program within which the course is taken) and a three-digit number. After each course title are two (or three) numbers separated by colons which indicate semester hours credit, lecture, and laboratory hours. Following the credit indicator any course prerequisites will be listed. The course description itself may be followed by special area credit indicators (AULER, CLER) and frequency of offering symbols. Special course information is highlighted.

PROGRAM AND COURSE SCHEDULE SYMBOLS

ACC	Accounting
AFS	African American Studies
ATY	Anthropology
ART	Art
BCT	Broadcasting/Cinema & Theatre
BIO	Biology
BME	Business & Marketing Education
BUS	Business Administration
CHE	Chemistry
CCI	Classical Civilization
CTX	Clothing & Textiles
CED	Counseling & Educational Development
CSC	Computer Science
CSD	Communication Sciences & Disorders
CST	Communication Studies
CUI	Curriculum and Instruction
DCE	Dance
ECO	Economics
EDC	Education of Deaf Children
ELC	Educational Leadership and Cultural Foundations
ENG	English
ERM	Educational Research Methodology
ESS	Exercise and Sport Science
FIN	Finance
FMS	Freshman Seminars Program
FNS	Food, Nutrition, & Food Service Management
FRE	French
GEO	Geography
GER	German
GRK	Greek
HEA	Health
HIS	History
HEB	Home Economics in Education & Business
HSS	Honors Program
HID	Housing & Interior Design
HDF	Human Development & Family Studies
ISM	Information Systems & Operations Management
INS	International Studies
ITA	Italian
LAT	Latin
LES	Leisure Studies
LIS	Library & Information Studies
MGT	Management and Marketing
MAT	Mathematics
MBA	Master's in Business Administration
MLS	Liberal Studies
MUS	Music
NUR	Nursing
PHI	Philosophy
PHY	Physics and Astronomy
PSC	Political Science
PSY	Psychology
REL	Religious Studies
RCO	Residential College
RUS	Russian
SWK	Social Work
SOC	Sociology
SPA	Spanish
STA	Statistics
WCV	Western Civilization
WMS	Women's Studies

Course Numbers and Levels

Course level numbers are structured as follows:

100-199—intended primarily for freshmen
200-299—intended primarily for sophomores
300-399—intended primarily for juniors
400-499—intended primarily for seniors
500-599—intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores
600-749—restricted to students who are classified as graduate students
750-799—restricted to students admitted to doctoral programs

Course descriptions for graduate-level courses are printed in the **Graduate School Catalog.**

Course Credit Hours

The first of the figures enclosed in parentheses immediately following the course title indicates the number of semester hour credits given for the course. The second and third figures indicate the number of lecture and laboratory hours, respectively, normally scheduled each week for one semester in the course. For example, (3:2:3) means the course carries three semester hour credits and meets for two lecture hours and three laboratory hours each week. A class period is 50 minutes. Graduate courses and certain other courses may have only one figure enclosed in parentheses. For such courses the figure indicates the number of semester hours credit given. When only one or two figures appear in the parentheses, there are no laboratory or studio hour requirements.

Two course numbers separated by a comma indicate a sequence of two courses with closely related content.

Course Prerequisites/Corequisites

Prerequisites or corequisites for a course are indicated in the course description by "Pr." or "Coreq." followed by appropriate requirements which must be met before that course may be taken.

Grading Method

All courses are graded by letter grade (A-F) unless otherwise noted in the course description. The following undergraduate courses are graded P/NP (Pass/Not Pass) and are so noted in their descriptions: CSC 312; CSD 219, 571; CUI 299A & B, 399 A, B, C & D, 461, 462, 499A; DCE 250, 461, 462; ESS 461, 462; GRK 150; HEA 110, 156, 160, 162, 428, 461, 462; LES 315, 417; MUS 090, 091; RUS 150.

Repeat-for-Credit Notation

Some courses may be repeated for credit under special circumstances. Such information is highlighted in the course description.

Frequency of Course Offering

Many courses listed in this Bulletin reflect the semester(s) in which they are offered. This information is indicated in parentheses at the end of the course description as follows:

(FA,SP) course usually offered in both Fall and Spring semester

(FA/SP) course usually offered in either Fall or Spring semester

(FA/SP/SU) course usually offered in either Fall, Spring, or Summer

(FA) course usually offered Fall only

(SP) course usually offered Spring only

(SU) course usually offered summer session only

Even,Odd course usually offered only in even or odd semesters or years

Alt course usually offered only in alternate years

All-University Liberal Education Requirement Abbreviations (AULER)

Courses approved as meeting requirements in the general areas of knowledge are indicated by one of the following abbreviations in brackets at the end of the course description:

AE	Analytic and Evaluative Studies
BL	British or American Literature
FA	Fine Arts
HP	Historical Perspectives on Western Culture
MT	Mathematics
NS	Natural Science
NW	Nonwestern Studies
RD	Reasoning and Discourse
SB	Social and Behavioral Sciences
WL	World Literature

College of Arts and Sciences Liberal Education Requirement Abbreviations (CLER)

Courses approved to satisfy the liberal education requirements in the College of Arts and Sciences are indicated by one of the following abbreviations in brackets at the end of the course description:

CAE	Analytic and Evaluative Studies
CBL	British or American Literature
CFA	Fine Arts
CFL	Foreign Language
CHP/ CPM	Historical Perspectives on WesternCulture, Pre-Modern
CHP/ CMO	Historical Perspectives on Western Culture, Modern
CLS	Life Science
CMT	Mathematics
CNW	Nonwestern Studies
CPS	Physical Science
CRD	Reasoning and Discourse
CSB	Social and Behavioral Sciences
CWL	World Literature

The College of Arts and Sciences

105 Foust Building

Walter H. Beale, Professor and Dean of the College
Timothy D. Johnston, Professor and Associate Dean
William A. Link, Professor and Associate Dean
Sheila Schurer, Assistant to the Dean

The College of Arts and Sciences is composed of the departments of Anthropology, Art, Biology, Broadcasting/Cinema and Theatre, Chemistry, Classical Studies, Communication, English, Geography, German and Russian, History, Mathematical Sciences, Philosophy, Physics and Astronomy, Political Science, Psychology, Religious Studies, Romance Languages, and Sociology. It also includes the Residential College and the Center for Critical Inquiry in the Liberal Arts, which sponsors such cross-disciplinary programs as Special Programs in Liberal Studies, the Honors Program, Freshman Seminars, and "Strong College," a residential community. The basic undergraduate degree of the College is the Bachelor of Arts, traditionally a liberal arts degree. While other degrees offered by the College (Bachelor of Science, Bachelor of Science in Medical Technology, and Bachelor of Fine Arts) contain professional and technical studies, they are primarily programs in the liberal arts.

Through its faculty, courses, and programs, the College of Arts and Sciences encourages intellectual inquiry and development of the knowledge and skills that enable critical examination of traditions and assumptions. A liberal education prepares students for informed and reflective participation in society, for sustained cultural and aesthetic enjoyment, and for a lifetime of learning.

Freedom and self-motivation in the context of a rational plan of disciplined study are fundamental to a liberal arts education. Students are encouraged to seek relationships among the various subjects studied and to develop a coherent intellectual perspective. To aid in this process, the College requirements build upon the All University Liberal Education Requirements (AULER) (see p. 69).

College Requirements

Included in the list below are the College requirements that differ from AULER along with the designated courses that meet those requirements.

1. Writing-Intensive Courses

To emphasize the importance of writing both as an essential skill and as a tool for learning, **the College requires** students to take four Writing-Intensive courses.

a. At least one of the four Writing-Intensive courses must be in the lower division (200 and below), at least one in the upper division (300 and above), and at least one in the department or program of the student's primary major.

b. Students transferring to UNCG as sophomores are required to take three Writing-Intensive courses, distributed as in 1-a above. Students transferring to UNCG as juniors are required to take two Writing-Intensive courses.

NOTE: Writing-Intensive courses may also meet AULER, College, or major requirements.

Students who obtain a score of 5 on the English Advanced Placement Literature and Composition examination are exempted from one of the required lower-division writing-intensive courses. Contact the Department of English for further information.

The Writing-Intensive courses offered each semester are designated by a "W" in the printed semester **Schedule of Courses.**

College Requirements by Area (CLER)	Semester Hours
2. Analytic and Evaluative Studies (CAE)	**3**
3. British or American Literature (CBL)	**3**[AP]
4. Fine Arts (CFA)	**3**[AP]
5. Historical Perspectives on Western Culture	**6**[AP]

Six hours required, including one course from each category:

a. Pre-Modern (CPM) (3 hours)

CCI 201, 202, 211, 212, 323; FMS 101; HIS 220, 221, 222, 251, 357, 368, 369, 373; PHI 251; REL 202, 204, 210; WCV 101

b. Modern (CMO) (3 hours)

AFS 100; CST 205; FMS 102; HIS 211, 212, 223, 252, 301, 302, 327, 335, 336, 374, 397; PHI 252; REL 131, 212; WCV 102

6. Mathematics (CMT)	**3**[AP]
7. Natural Science	**9-10**[AP]

Nine to ten hours required including one laboratory course (indicated by an asterisk), and at least one course from each category:

a. Physical Science (CPS) (3-7 hours)

CHE 103, 104, 106, 110*, 111, 112*, 114, 115*, FMS 104, 104L*; GEO 103, 111, 111L*, 311, 311L*, 314, 314L*; HSS 207a[1]; PHY 101*, 102*, 203, 209, 235, 291*, 292*, 305*

b. Life Science (CLS) (3-7 hours)

ATY 253*, 331; BIO 111*, 112*, 105, FMS 104, 104L*; FNS 213; HSS 207b[1]; PSY 223, 223L*

Note: 1. Students may not take both PSY 223 and PSY 221 for credit
2. FMS 104 may carry either CPS or CLS credit; check with advisor or Registrar

8. Non-Western Studies (CNW)	**3**
9. Reasoning and Discourse (CRD)	**6**[AP]
10. Social and Behavioral Sciences (CSB)	**9**[AP]

Nine hours required: three courses from three different departments

11. World Literature (CWL)	**3**
12. Foreign Language (CFL)	**6 or proficiency**[AP]

Intermediate-level proficiency in one language required. Proficiency may be demonstrated by placement test or by completing coursework (through course number 204**) in: French, German, Greek, Italian, Latin, Russian, Spanish.

** In German, proficiency may also be demonstrated by completing GER 311.

Non-native speakers of English are exempted from the College foreign language requirement.

[AP] *Indicates that AP credit is available in these categories; see pp. 20-21 for AP course listings.*

All students in the College must fulfill the foregoing College Requirements. A course in the major may be used to satisfy College liberal education requirements.

Requirements for each of the degrees offered by the College of Arts and Sciences are included in the descriptions of majors, concentrations, and minors under the respective departments.

Major Requirements

Candidates for the bachelor's degree may count a maximum of 60 semester hours in the major subject and related areas toward the degree. A course cross-listed in the major department must be taken within the major and counts toward the total hours in the major.

Minor Requirements

Most departments and interdepartmental programs of the College offer a minor program which may be taken in conjunction with a major. In general, a minor requires 15 to 21 hours in a department or area with no more than 8 hours at the 100 level and no fewer than 9 hours taken at UNCG.

Second Majors

A student may take a second major in conjunction with the first major. This program requires a minimum of 24 semester hours in each of two approved majors. All requirements of each major must be met; hours from the second major can be applied toward the University-wide distribution requirements (AULER). A student with a first major outside the College who chooses a second major in one of the College departments is required to complete all of the departmental requirements for the second major but need not satisfy the College liberal education requirements. In the case of transfer students, at least 12 hours in each major must be taken at UNCG. Students wishing to complete a second major should contact the Office of the Director of Academic Advising and Support Services so that an advisor can be appointed in each major.

Special Academic Programs (see Chapter 5)

Freshman Seminars
Honors Program
Medical Technology
Plan II
Preprofessional Programs
Residential College
Special Programs in Liberal Studies
Study Abroad
Teacher Education

Student-Designed Interdisciplinary Major (SDIM)

The Student-Designed Interdisciplinary Major (SDIM) is an option available to students whose academic goals are not adequately served by any major, or combination of majors, second majors, and minors, available in the College of Arts and Sciences or in one of the professional schools.

Students selecting the SDIM option must satisfy all College Liberal Education Requirements and meet all University academic regulations. The option may not be used as a way of circumventing the requirements of an established major and SDIM Plans (see below) that constitute only minor changes to an existing major will not be approved. An SDIM Plan must represent a coherent academic program of study, not simply a collection of courses assembled to enable a student to obtain a degree.

The procedure for requesting approval of an SDIM is as follows:

1. A faculty member in the College must agree to serve as the student's advisor and to take responsibility for helping the student design a plan of study and for monitoring the student's progress. A student who wishes to pursue a SDIM, but is unsure which faculty to ask to serve as his or her advisor, should consult initially with the Associate Dean of the College (Timothy D. Johnston, Room 100, Foust Building).
2. The student and the advisor devise a Plan of Study for the major. The Plan consists of:
   (1) a brief paragraph describing the aims and intentions of the proposed major, and explaining why no existing major or combination

of majors, second majors, or minors can be used to pursue those aims;

(2) a list of courses (minimum of 24 credits) that will constitute the major;

(3) either a list of courses or a narrative paragraph explaining how the student will satisfy (or has satisfied) the College's Liberal Education, foreign language, and writing-intensive requirements.

The student's advisor should ensure that courses included in the Plan are in fact offered with reasonable frequency; not all courses listed in the bulletin will be available with sufficient frequency to ensure timely graduation.

3. The Plan is initially submitted to the Associate Dean of the College for review. The Associate Dean will ensure that the Plan meets all the requirements noted above and will send copies of the approved Plan to the student, the major advisor, and the Office of Academic Advising and Support Services.
4. A student planning to graduate with a SDIM should submit the Plan of Study for review as soon as possible, but in any case prior to registering for the last 45 credit hours needed for graduation.
5. Any changes to the Plan after it has been submitted must be approved by the Associate Dean, who will forward the modified Plan to the Office of Academic Advising and Support Services. Generally, modifications will only be approved because some of the approved courses have become unavailable or because a new course appears to be better suited to the Plan than one that was originally included.

DEPARTMENT OF ANTHROPOLOGY

426 Graham Building

Willie L. Baber, Professor and Head of Department
Professors Bartel, Fitzgerald, Helms, Mountjoy; Adjunct Professor Hoffman; Associate Professor Sandford; Assistant Professors Coleman, McIrvin; Lecturers Bogdan, Bruner
Professor Emeritus, Kupferer

Anthropology is a broad discipline which includes physical anthropology — the study of humans as biological animals; cultural anthropology — the study of humankind in a cultural perspective; archaeology — the recovery and interpretation of ancient human biological and cultural remains; and linguistics — the study of language in culture and society.

The general undergraduate major provides an extensive study in cultural anthropology, archaeology, linguistics, and physical anthropology. Majors who develop a particular interest in one of the subdisciplines may pursue a concentration in that area up to a maximum of 60 hours. Majors have opportunities to develop mentoring relationships with members of the faculty on current research projects as well as fieldwork projects. Internships in various agencies are also available.

Anthropology as a major prepares individuals to pursue many avenues of career development. It is the basis for a career as a professional anthropologist. Anthropology combined with other courses of study as double majors enhances career possibilities and professional development. There is, however, a growing demand for anthropologists in government agencies and business. In such settings, the knowledge which they have may be applied to the solution of human problems.

Through the accelerated master's program, an anthropology major may earn both a master's degree in a related field and a bachelor's degree in anthropology in approximately five years. Majors must begin planning early in this program as well as obtaining careful advising. Opportunities exist for an MA in Economics and a Masters of Business Administration.

ANTHROPOLOGY MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours

The **General Anthropology Major** provides training in human biological, social and behavioral science within the broader framework of a liberal arts education. The program presents a holistic view of the nature of humans in society, past and present, through courses in linguistics, prehistory, physical anthropology, and cultural anthropology. It provides a solid foundation for both a basic liberal arts education as well as for one of the concentrations in anthropology.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Many of the anthropology courses listed as AULER and CLER courses also count towards the anthropology major:

ATY 213 and 360	Analytic and Evaluative Studies (AE , CAE)
ATY 253 and 331	Natural Science (NS) and Life Science (CLS)
ATY 100, 325, 330, 333, 335, 337, 345	Non-Western Studies (NW, CNW)
ATY 201, 212, and 258	Social and Behavioral Science (SB, CSB)

Major Requirements

Minimum 24 semester hours in anthropology above the 100-level to include the following.

Core Courses for Anthropology Major and Subdisciplines

1. ATY 213, 253, 360, 387, 411
2. Two courses at the 400 or 500 level
3. Electives to complete the major requirements

Although not a requirement beyond the 24 hours minimum, majors may choose to take additional courses in general anthropology up to a maximum of 60 hours. The additional courses may also be in one of the subdisciplines:

Archaeology
Ethnology
Linguistic Anthropology
Physical Anthropology

Majors in consultation with a faculty member in the subdiscipline will select the appropriate courses.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Related Area Requirements

Majors who follow a plan for one of the accelerated master's programs should satisfy the related area requirements for that program.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

ANTHROPOLOGY AS A SECOND MAJOR

Because of its holistic approach to human behavior, anthropology connects with many other disciplines both academically and professionally. Completion of anthropology as a second major is a good choice for students in interdepartmental programs in archaeology, linguistics, international studies, social studies, as well as programs in nutrition, history, classical studies, religious studies, geography, environmental studies, biology, women's studies, public health and African American studies. Students who double major in anthropology and another discipline must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

ANTHROPOLOGY MINOR

All minors are required to take ATY 212. In addition they must select a minimum of 12 hours at the 200 level or above. The following suggested course sequences may be of interest to students pursuing specific majors and with certain career objectives.

1. General Anthropology — ATY 213, 253, 360 387, 411
2. Ethnology/Ethnography — especially useful for majors in social studies, history, geography, economics, and international studies. Courses recommended include ATY213, 325, 330, 333, 335, 337, and 371
3. Linguistics — especially useful for majors in language arts, a foreign language, English, deaf education, speech pathology, social studies, and international studies. Course recommended include ATY 385, 387, 585, and 587.
4. Archaeology — especially useful for majors in classical studies, geography, and environmental studies. Courses recommended include ATY 253, 360, 362, 533, and 553.
5. Physical Anthropology — especially useful for majors in archaeology, biology, chemistry, nutrition, and psychology. Courses recommended include ATY 253, 331, 553, 555, and 559.

Students in consultation with a member of the department may plan a minor to enhance their career objectives as they choose. They may also take approved independent study courses or approved selected topics courses.

TEACHER LICENSURE IN SOCIAL STUDIES

Students majoring in anthropology may seek Initial "A" teacher licensure in comprehensive social studies with an endorsement in anthropology. Completion of licensure requirements will allow majors to teach Social Studies as well as anthropology in secondary school. Social Studies as well as licensure requirements are listed on pp. 399-400 of this catalog. Many of the requirements for licensure satisfy liberal education requirements in the college as well as for the major and the Social Studies requirements. Majors who wish to pursue "A" licensure in social studies should consult with the departmental Social Studies committee representative.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN ANTHROPOLOGY AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in Anthropology/Business Administration provides the opportunity for a student to complete a BA in Anthropology (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.
- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Anthropology as early as possible.

In the spring of the junior year, students should

- take the GMAT
- apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in Anthropology/MBA in Business Administration

		Hours	Hours reduced by courses meeting more than one requirement
A.	**College Liberal Arts Component (61 hours max)**		
	See additional CLER area requirements and available AP credit on p. 76.	24-36	
	Special CLER area requirement for this program:		
	Analytic & Evaluative Studies (AE)— *required: ATY 213 or 360 (see B below)*	3	-3
	Natural Science (NS)— *required: ATY 253 (see B below) or ATY 331*	9-10	-3
	Non-Western Studies (NW)— *required: one from ATY 325, 330, 333, 335, or 337 (see B below)*	3	-3
	Social and Behavioral Sciences (SB)— *required: ATY 212, ECO 201 (see C below), and one other*	9	-3
	Maximum hours	48-61	
	Total Hours (reduced)	**36-49**	**(-12)**
B.	**Anthropology Major Requirements (24 hours)**		
1.	ATY 213 (also meets CLER AE requirement), 253 (also meets part of CLER NS requirement), 360 (also meets CLER AE requirement), 387, 411	15	
2.	Six hours at the 400 or 500 level	6	
3.	Electives (can be used to meet CLER NW requirement)	3	
	Total hours	**24**	
C.	**Prerequisites for the MBA (18 hours)**		
1.	ISM 110 (prerequisite for ECO 250)	3	
2.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
3.	ACC 201, 202	6	
	Total hours	**18**	
Total Undergraduate Requirements		**91**	
D.	**Other Undergraduate Electives**	31	
	Ethnology Concentration in Anthropology recommended		
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**	
E.	**Related Requirements for the MBA (43.5 hours)**		
	Senior Year (7.5 hours)		
	MBA 601, 604 (Fall)	3.0	
	MBA 605, 606, 607 (Spring)	4.5	
	Summer Following Senior Year (4.5 hours)		
	Internship and 4.5 credits	4.5	

Graduate or 5th Year (24 hours)	
Required foundation and strategic management level requirements; electives	24.0
Summer (3 hours)	
Remaining required and elective courses	7.5
TOTAL MBA SEMESTER HOURS	**43.5**

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN ANTHROPOLOGY AND MA IN ECONOMICS

The accelerated program in Anthropology/Economics provides the opportunity for a student to complete a BA in Anthropology (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree in Economics.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Anthropology as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BA in Anthropology/MA in Economics

	A. College Liberal Arts Component (61 hours max)	**Hours**	**Hours reduced by courses meeting more than one requirement**
	See additional CLER area requirements and available AP credit on p. 76.	24-36	
	Special CLER area requirement for this program:		
	Analytic & Evaluative Studies (AE)— *required: ATY 213 or 360 (see B below)*	3	-3
	Natural Science (NS)— *required: ATY 253 (see B below) or ATY 331*	9-10	-3
	Non-Western Studies (NW)— *required: one from ATY 325, 330, 333, 335, or 337 (see B below)*	3	-3
	Social and Behavioral Sciences (SB)— *required: ATY 212, ECO 201 (see C below), and one other*	9	-3
	Maximum hours	48-61	
	Total Hours (reduced)	**36-49**	**(-12)**
B.	**Anthropology Major Requirements (24 hours)**		
1.	ATY 213 (also meets CLER AE requirement), 253 (also meets part of CLER NS requirement), 360 (also meets CLER AE requirement), 387, 411	15	
2.	Six hours at the 400 or 500 level	6	

3.	Electives (can be used to meet CLER NW requirement)	3
	Total hours	**24**
C.	**Economics Prerequisites (30 hours)**	
1.	ECO 201 (also meets part of CLER SB requirement), 202, ISM 110 (by end of 4th semester)	9
2.	ECO 250, 301, 351 (by end of 6th semester)	9
3.	Senior Year: ECO 327, 554 (Fall); ECO 319, 346 (Spring)	12
	Total hours	**30**
Total Undergraduate Requirements		**103**
D.	**Other Undergraduate Electives**	**19**
	Ethnology Concentration in Anthropology recommended	
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**
E.	**Related Requirements for MA in Economics (30 hours)**	
	Senior Year (5 hours)	
	ECO 554L (Fall)	1
	ECO 654L (Spring)	4
	Summer (3 hours)	
	ECO 694	3
	Graduate or 5th Year (19 hours)	
	ECO 619, 645, 646, 553 or elective (Fall)	12
	ECO 647, 647L, 695, one elective (Spring)	10
TOTAL MA SEMESTER HOURS		**30**

ANTHROPOLOGY COURSES (ATY)

For Undergraduates

100 Contemporary Non-Western Cultures (3:3). • Freshmen only.
A survey of contemporary non-Western societies which emphasizes their distinctive cultural characteristics and how these relate to changes taking place in the world today. *[NW, CNW].*

201 Man in Nature (3:3).
Anthropology's answers to the question, "What is Man?" A basic understanding of the human condition, i.e., man and his place in nature. Anthropology and human problems. *[SB, CSB].*

212 General Anthropology (3:3). • Open to freshmen.
Survey of general anthropology. Includes an inquiry into human origins, prehistory and comparative study of culture. *[SB, CSB].*

213 Cultural Anthropology (3:3).
"Cultural anthropology" attempts to stimulate interest in basic questions about human nature and human adaptation, including major theoretical approaches, the nature of field work, and an examination of selected topics. *[AE, CAE].*

253 Introduction to Physical Anthropology (3:2:3).
Study of human biological variation and evolution; includes contrasting non-human primate traits, fossil man, population genetics of racial formation, individual growth and development and human engineering. *[NS, CLS].*

258 World Prehistory (3:3).
Development of culture from its paleolithic beginnings through the rise of early civilizations. *[SB, CSB].*

325 Race and Culture Contact in the Caribbean (3:3).
Types of social systems and cultural patterns in the West Indies arising from relations between Europeans, West Africans, and Asians, with implications for development, social change and identity. *[NW, CNW].*

330 Cultures of North American Indians (3:3).
Ways of life, both aboriginal and contemporary, of indigenous people of North America. *[NW, CNW].*

331 Human Variation (3:3).
Physical differences within and between human populations: their source and effect. *[NS, CLS].*

333 Latin American Societies and Cultures (3:3).
Tribal and peasant groups with special emphasis on their place in contemporary Latin America. *[NW, CNW].*

335 Cultures of Africa (3:3).
Study of the peoples of Africa emphasizing family organization, religion, political organization, languages and urbanism. Includes a study of African novelists. *[NW, CNW].*

337 Cultures of the Pacific (3:3).
Ethnographic study of Pacific cultures, focusing on language, physical characteristics, psychology and culture contact. *[NW, CNW].*

345 Comparative Political Systems in the Non-Western World (3:3).
Investigation of political systems in nonindustrial and non-Western societies. Emphasis on leadership and the political control of demographic, economic and ideological factors in native societies of the Americas, Africa and Asia. *[NW, CNW].*

348 Man and the Future (3:3).
Role of anthropology in understanding human problems of today and tomorrow. Emphasis on the sociocultural dimension of human problems and their solutions.

357 Monkeys, Apes, and Humans (3:3).
An overview of primatology — the study of prosimians, monkeys, apes, and humans. Involves in-depth study of selected primates as well as discussion of major theoretical issues and ways in which the study of nonhuman primate behavior helps illuminate human evolutionary history.

360 Modern Archaeology (3:3).
Analysis and evaluation of methods, theories and concepts necessary for recovery and interpretation of cultural information about past societies relevant for anthropological goals. Includes issues of historiography, epistemology and ethics. *[AE, CAE].*

362 Archaeology of the Eastern United States (3:3).
Investigation of Indian cultural development in the United States from the Mississippi River Basin to the Atlantic Coast, from earliest evidence to the European Contact Period, with special emphasis on the context of the East in the archaeology of North America and North Carolina as a part of the East. Involves some field trips and/or laboratory experience.

378 Historical Archaeology Field Techniques (3:0:6).
Archaeological excavation of historic period sties. Techniques of excavation, recording, surveying, and artifact analysis.

385 Language and Culture (3:3).
A survey of verbal and nonverbal behavior cross-culturally. Emphasis on the use of language in the speech community, gestures, body languages, expressive behavior, verbal art and language learning.

387 Modern Linguistics (3:3).
Systematic investigation of the general properties of language, the universal properties found in all languages, and the specific properties of the grammars of individual languages. Includes linguistic differences found in selected dialects of American English.

411 History of Anthropological Theory (3:3).
Developments in history of anthropology and study of culture leading to the emergence of anthropology as a scientific field.

477 Field Methods in Cultural Anthropology (3:3).
Review and discussion of major methodological principles and techniques used in anthropology.

478 Field Methods in Archaeology (3:3). Pr. consent of instructor.
Methods, techniques and theories of archaeological field investigation. Includes site survey, mapping, systematic sampling and controlled excavation.

479 Analysis of Archaeological Data (3:3). Pr. consent of instructor.
Instruction on proper treatment of material recovered through archaeological investigation. Includes classification, statistical manipulation of data, seriation, and analysis of spatial and temporal dimensions. Attention to special analytical techniques (e.g., C14 dating, chemical analysis, faunal analysis) with stress on ecological interpretation.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

497, 498 Special Problems in Anthropology (1 to 3), (1 to 3). Pr. consent of faculty member with whom student wishes to work.
Opportunity for students to have directed instruction on problems of special interest.

For Advanced Undergraduates and Graduate Students

501, 502 Selected Topics in Anthropology (3:3), (3:3). Pr. major in anthropology or consent of instructor.
Opportunity for advanced students to study in depth topic or issue of special interest.

520 Economic Anthropology (3:3). Pr. 212, 213, or 3 hours of social science.
An analysis of the economic organization of tribal and peasant peoples with special attention given to their participation in a world economy; emphasis is on economic models of social change.

524 Applied Anthropology (3:3).
Application of anthropological method and theory in situations of directed sociocultural change.

529 Culture Change (3:3).
Development of culture and analysis of acculturation stemming from contacts of peoples of different cultural heritages.

531 Latin American Culture (3:3). • Not open for credit to graduate students in anthropology.
Development of Latin American culture, its characteristics, variations, and significance. Directed especially toward present and future teachers.

533 Archaeology of Mexico (3:3). Pr. consent of instructor.
Major prehispanic cultural developments in Mexico with emphasis on internal cultural change (from early man to rise of great civilizations such as Aztec and Maya) and relationships with adjacent areas.

543 Anthropological Perspectives on Homosexuality (3:3).
Critical examination of sociocultural dimensions of homosexuality in both nonindustrial and industrial societies, with concentration on American culture.

547 Belief and Value Systems (3:3).
Examination of sacred and secular beliefs in cross-cultural perspective. Emphasis on symbols, ritual, and their functions.

550 Anthropological Examination of Sex Roles (3:3).
Nature and variations in sex roles, emphasizing female roles. Biological and sociocultural determinants of role differences.

553 Human Identification (3:2:3). Pr. 253 or 3 hours of biological science.
Anthropological study of aspects of the human body that includes identification of individual bone and fragments, sex differences, age changes in bone and teeth, dermatoglyphics, ABO blood groups, paleopathology, and somatology of living individuals.

555 Human Evolution (3:3). Pr. 253 or 3 hours of biological science.
Biological and cultural evolution of humans from prehuman forms.

557 Primate Behavior (3:3). Pr. 253 or consent of instructor.
An overview of primatology and of methods for studying the behavior of prosimians, monkeys, and apes. Involves experience in data collection, computerized data analysis, and producing a scientific report.

559 Disease and Nutrition in Ancient Populations (3:3). Pr. 253 or FNS 213 or 3 hours of biological science.
Evaluation of past disease and nutritional status using skeletal remains and other tissues. Topics include differential diagnosis of pathology. Analysis of mummified material, and chemical methods of dietary reconstruction.

560 Anthropology and the Teaching of World Studies (3:3). • Not open to undergraduate majors in anthropology.
Concept of culture as a foundation for teaching about cultures. Related anthropological concepts and their significance for social studies. Objectives in teaching world studies. Anthropological materials and resources for social studies teacher.

563 Educational Anthropology (3:3).
Contemporary educational events (systems of cultural transmission) viewed in cross-cultural perspective. Includes case studies of educational systems and practices.

571 Ethnographic Methods (3:3). Pr. graduate status or advanced undergraduate in Anthropology, Geography, History, Political Science, or Sociology.
A guide to the conduct of ethnographic research; an introduction to culture theory, the elements or research design, data collection and analysis, and the sociological significance of an interpretative paradigm.

576 Culture and Personality (3:3).
Cross-cultural analysis of effect and influence of culture and group membership on development of personality.

583 Culture and Society (3:3). • Not open for credit to anthropology majors. • May not be taken for credit by students who have received credit for ATY 213.
Concepts of culture and society and their employment in understanding human behavior in a cross-cultural context.

585 Social Dialects (3:3).
Consideration of differences in social dialects (speech patterns) among males and females, social classes, regions, and ethnic groups. Includes attitudes about social dialects, models for describing social dialect differences, and consequences of social dialects.

587 Foundations of Linguistic Theory (3:3). Pr. consent of instructor.
An in depth study of modern linguistic theory and its historical antecedents. An extensive background in a language related discipline is required. Application of linguistic theory will be included.

597, 598 Special Problems in Anthropology (3), (3). Pr. consent of faculty member with whom student wishes to work.
Opportunity for advanced students to undertake independent study or research of special interest.

For Graduate Students Only

601, 602 Seminars in Anthropological Analysis (3), (3).

611 Pro Seminar I in Anthropology (3).

612 Pro Seminar II in Anthropology (3).

Department of Art

162 McIver Building

Porter Aichele, Associate Professor and Head of Department

Professor Goldstein; Associate Professors Doren, Gottsegen, Kotani, Lee, Maggio, Rice, Wasserboehr; Assistant Professors Gerhart, Kelleher, Kellman

The Department of Art offers the following degree programs:

BFA, art major, concentrations in art education I & II, design, painting, and sculpture

BA, art major, concentrations in art history, museum studies, and studio art

MEd, art major

MFA, studio art major, with or without teacher certification

The department believes that at the undergraduate level students are best served by a liberal university education with a specialization in art. Specialized degree programs emphasize the traditional disciplines of painting, sculpture, design, art history, and art education. Students seeking vocational specializations should pursue relevant post-baccalaureate studies.

Freshmen art majors are encouraged to contact Academic Advising and request a faculty advisor in the Art Department. Courses recommended for freshmen vary according to the degree program.

Courses in drawing, painting, and sculpture in the 20's, 30's, and 50's series emphasize working from observation. Still life, landscapes, interior environments, and the human figure are the primary sources of study from which students work toward developing basic artistic/observational skills. Courses in design and the crafts in the 40's, 70's and 80 to 84 series focus on the inherent systemic logic or functional requirements of works of art. Only those students enrolled in a degree program with a full-time load of courses may use the space, equipment, and facilities of the Art Department. Part-time students may use only the facilities directly connected with the courses in which they are enrolled.

The faculty includes artists and historians of acknowledged accomplishment in their areas of specialization. All members of the faculty teach at the undergraduate level in well-equipped facilities on the north side of McIver Building and in the Cone Art Building.

The Weatherspoon Gallery, housed in the Cone Art Building, sponsors a program of exhibitions and lectures that complement the Art Department's curriculum.

Art Major (Bachelor of Fine Arts)

Required: 128 semester hours, including 36 at the 300-level or above

Concentrations in

- Design (including Ceramics, Fiber Crafts, and Photography)
- Painting (including Drawing and Printmaking)
- Sculpture

The BFA program allows a more intense concentration in studio work than is available in a BA program. This concentration is gained by extending the program for the equivalent of one summer session. Because of the number of required courses, junior transfers cannot expect to complete a BFA program in two years.

All-University Liberal Education Requirements (AULER) (45 hours)

All candidates for BFA degrees in the Art Department are required to complete the AULER requirements as listed below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 **and** one additional RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

In addition, candidates for BFA degrees must complete two writing-intensive courses; these may be selected from AULER courses and/or from the four upper-level art history courses required of studio majors.

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core studio courses for major concentrations may be closed to students who are not enrolled in a degree program full-time.

Core Courses for all Concentrations

1. ART 100 or 101
2. Four art history courses above 100 level
3. Art 120, 140, 150, 220, 221
4. ART 498 and 499 to be taken in the senior year. All students must submit three (3) ready-to-exhibit works to the senior juried show, usually held in the spring semester.

Design Concentration

1. ART 120, 140, 150, 220, 221, 240, 285, 347
2. Advanced design courses from those numbered in 40's, 70's or 80's: 10 semester hours
3. ART 498 and 499. Independent Study projects should be in graphic design, ceramics, photography, or another appropriate area of design specialization.
4. Art or related electives: 8 semester hours

Painting Concentration

1. ART 120, 140, 150, 220, 221, 231, 232, 335, 337
2. Printmaking: 4 semester hours
3. ART 498 and 499. Independent Study projects must be in painting, drawing, or printmaking.
4. Art or related electives: 8 semester hours

Sculpture Concentration

1. ART 120, 140, 150, 220, 221, 252, 253, 353, 355, 356
2. Art 498 and 499. Independent Study projects must be in sculpture.
3. Art or related electives: 8 semester hours

Electives

Electives sufficient to complete the 128 semester hours required for the degree.

ART MAJOR (BACHELOR OF FINE ARTS)

Required: 128 semester hours, including 36 at the 300-level or above

Concentrations in

- Art Education I
- Art Education II

All studio art students who seek teacher licensure in art must take a BFA under one of two concentrations: Art Education I offers academic breadth, Art Education II offers concentration in a studio discipline. Junior transfers cannot expect to complete these programs in two years.

All-University Liberal Education Requirements (AULER) (45 hours)

All candidates for BFA degrees with a concentration in Art Education are required to complete the AULER requirements as listed below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 **and** one additional RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

In addition, candidates for BFA degrees must complete two writing-intensive courses; these may be selected from AULER courses and/or from upper-level art courses.

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Art Education I (General Art) Concentration

1. ART 100 or 101
2. Four additional courses in Art History above the 100 level
3. ART 120, 140, 150, 220, 221
4. Painting, Design: 2 semester hours in each
5. Crafts: 6 semester hours

6. Art or related electives: 7 semester hours
7. Art Education courses: 360 (junior year); 363, 365, 463 and 465 (senior year)
8. Concentration in one studio area (Design, Painting or Sculpture) of 9 semester hours above the 100-level.

Art Education II (Studio Art) Concentration

1. Same as Art Education I, numbers 1 through 7
2. Independent Study in ART 498 and 499 or approved substitutes: 4 semester hours
3. Single studio specialization, including at least 4 semester hours of independent studio (ART 498 and 499 or approved substitute) in this specialty: 10 semester hours

Related Area Requirements

(See "Teacher Education" in Chapter 6 for full explanation.)

1. AULER requirements as identified within each major
3. HEA 201 Personal Health
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education

Electives

Electives sufficient to complete the 128 semester hours required for the degree.

Admission to Student Teaching:

During the junior year students must apply for admission to the student teaching semester. Art Education methods courses 363 and 365 are prerequisites to student teaching and are taken in the fall semester of the senior year. Student Teaching 463 and 465 are taken in the spring semester.

Student teaching admission requirements include the following:

1. Speech screening and medical clearance
2. Grade point average of at least 2.7
3. Art 360, Foundations of Art Education, which includes pre-student-teaching practicum
4. Completion of 12 semester hours following admission to teacher education
5. Evidence of teaching readiness competencies as set and evaluated by the department.

ART MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours, including 36 at the 300-level or above

Concentrations in

- Art History
- Studio Art
- Museum Studies

The **Art History Concentration** is an academic, liberal arts program with emphasis on the visual rather than the verbal tradition. Students who wish to pursue a professional career in this discipline should plan to enter a PhD program after graduation. In preparation for doctoral work, they should acquire a fluent reading knowledge of two foreign languages; German and French are usually recommended.

The **Studio Concentration** combines a liberal arts education with the development of studio skills.

The **Museum Studies Concentration** offers specialized courses in curatorial projects and other museum functions. Students are encouraged to make use of the resources in the Weatherspoon Art Gallery.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

In addition to meeting the All-University Liberal Education Requirements (AULER), students in BA art programs must satisfy College of Arts and Sciences (CLER) requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 33 semester hours in art, depending on concentration

Art History Concentration

1. ART 100 or 101, 201, 202, 203, 204
2. Studio Art: 6 semester hours
3. Art History above the 200 level: 12-24 semester hours.

Studio Art Concentration

1. ART 100 or 101
2. Two courses from ART 120, 140, 150
3. Art History above the 100 level: 12 semester hours
4. Studio Art above the 100 level: 12-24 semester hours
5. Enrollment in independent study courses (optional for qualified students)

Museum Studies Concentration

1. ART 100 or 101, 201 or 202, 203 and 204
2. Two courses frm ART 120, 140, 150
3. 15 additional semester hours of Art History, Studio Art, or approved related electives above the 100 level
4. ART 590 (taken in the junior year)
5. ART 400
6. ART 401 or ART 393 or HIS 545a or b

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

ART MINOR

An Art Minor requires 15-19 semester hours of studio and/or art history courses. A Minor in Art History requires 3 hours in ART 100 or 101 and 12 additional hours of 200-level or above art history courses. A Minor in Studio Art requires 3 hours in ART 100 or 101 and core studio courses ART 120, 140, 150, 220, 221.

ART COURSES (ART)

Art courses are listed under the following headings: Studio, Art History, Art Education, and Museum Studies

STUDIO Courses

For Undergraduates

120 Drawing and Pictorial Composition (4:2:6).
Basic course in principles and practice of drawing in various media and principles of pictorial composition. (FA,SP)

140 Design I (4:2:6).
Basic course in fundamentals of design. Work in two and three dimensions. (FA,SP)

150 Clay Modeling (4:2:6).
General course in preparation, designing, and modeling in clay. (FA,SP)

190 Introduction to Studio Art (3:1:4). • Not open to art majors.
Basic course for non-art majors. Simplified studio projects in image making and system construction in two and three dimensions. Lecture on project-related masterworks each week. (FA,SP)

220 Drawing and Pictorial Composition II (2:1:3). Pr. 120.
Continuation of 120. (FA,SP)

221 Life Drawing I (2:1:3). Pr. 220.
Figure drawing from the model. (FA,SP)

222 Mechanical Drawing (2:1:3).
Basic information and skills required to produce and read working drawings and plans.

223 Perspective (2:1:3).
Linear perspective and its application in various media.

225 Serigraphy I (2:1:3). Pr. 120 or 140.
Silk screen stencil techniques as a printmaking medium. (Not offered every year.)

226 Woodcut and Wood Engraving (2:1:3). Pr. 120 or 140.
Woodblock relief techniques as a printmaking medium. (Not offered every year.)

228 Etching I (2:1:3). Pr. 120 or 140.
Intaglio techniques as a printmaking medium. (FA,SP)

229 Lithography I (2:1:3). Pr. 120 or 140.
Planographic techniques as a printmaking medium. (FA,SP)

231 Techniques of Painting (2:1:3). Pr. 120.
Materials and characteristic processes of major techniques. (FA)

232 Painting I (2:1:3). Pr. 120.
Basic painting course.

240 Design II (2:1:3). Pr. 140.
Continuation of 140 with special emphasis on advanced standards of execution. (FA,SP)

242 Letters, Signs and Symbols (2:1:3). Pr. 140.
Letter forms, signs and symbols as configurations for design study.

252 Techniques of Sculpture (2:1:3). Pr. 150.
Tools, materials and characteristic processes of major techniques.

253 Sculpture I (2:1:3). Pr. 252.
Working from observation, students will increase their perceptual ability and skills through studio assignments. Emphasis on the comprehension of forms and structures in space.

271 Fiber Crafts I (2:1:3). Pr. 140 or HID 112 or permission of instructor.
Fibers and yarns used in woven structures. Preparation of looms and basic weaving techniques.

273 Fabric Crafts I (2:1:3). Pr. 140 or HID 112 or consent of instructor.
Study of fabric surface design and fabric structures using tie dye, batik, quilting and 3D form construction.

275 Metal Crafts I (2:1:3). Pr. 140 or 150.
Techniques required to make jewelry and small art objects from copper, brass and precious metals. Includes gem and stone setting.

281 Ceramics I (2:1:3).
Basic course with emphasis on handbuilt forms. (FA,SP)

285 Photography I (3:1:6). Pr. 140, 190, or permission of instructor.
Equipment and basic techniques of photography. Students must purchase film and papers. 35 MM camera required. (FA,SP)

287 Photographic Perception (2:1:3). Pr. access to a Polaroid camera.
Designed to enhance visual awareness. Photographic vision, perception and language investigated. Lecture-discussion; problem solving through field and studio exercises with frequent critiques. Photographer and sitter roles explored through feedback.

320 Drawing Exploration (2:1:3). • Not open to students who have previously earned credit for 120.
Introduction to descriptive and expressive drawing for the general student with no previous training in art.

321 Life Drawing II (2:1:3). Pr. 221. • May be repeated for credit with consent of instructor and department head.
Continuation of 221. (FA,SP)

323 The Arts as Human Experience (3:3).
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama and music. (Same as COM 323, DCE 323, MUS 323.) *[FA, CFA].*

328 Watercolor Painting (2:1:3). Pr. 120, 220.
Special techniques and pictorial problems of transparent paint media.

335 Painting II (4:2:6). Pr. 231 and 232.
Studio course with substantial work from the model. Emphasis on development of control of the medium for pictorial purposes.

337 Painting III (4:2:6). Pr. 335.
Studio course with work from the model and other subject matter; emphasis on control of pictorial elements and individual development.

342 Graphic Design with a Computer (2:1:3). Pr. 140 or permission of instructor.
Introduction to using a computer for graphic design and drawing. Emphasis on studio problems and applications.

343 Techniques of Structures (4:2:6). Pr. 240.
Theory and craftsmanship of small structures. Emphasis on aesthetic and mechanical characteristics of common materials.

345 Three-Dimensional Design (2:1:3). Pr. 10 s.h. of studio art including 140.
Development of three-dimensional systems as objects and as environments.

346 Kinetic Design (2:1:3). Pr. 10 s.h. hours of studio art including 140.
Motion and time sequence in two-dimensional and three-dimensional design.

347 Color Theory (2:1:3). Pr. 140.
Major color theories and systems. Projects using properties of color in pigments, transparencies and projected light. (FA,SP)

348 Metal Sculpture (2:1:3). Pr. 252.
Studio course in non-cast metal sculpture techniques and concepts. Basic welding and fabrication of metal as a sculpture medium.

353 Metal Casting (4:2:6). Pr. 253 or permission of instructor.
Basic course in casting metal as a sculpture medium. Theory and practice of moldmaking and foundry processes.

355 Sculpture II (4:2:6). Pr. 252 and 253.
The study of the human form with emphasis on the demonstration of a sound understanding of the articulation of the figure in space.

356 Sculpture III (4:2:6). Pr. 355.
Sculpture as a plastic idiom in creating forms in space. Emphasis on the development of individual expression.

371 Fiber Crafts II (2:1:3). Pr. 271 or consent of instructor.
Continuation of 271 loom weaving including pattern drafting. Introduction of off-loom techniques.

372 Surface Design/Fabric Printing (2:1:3). Pr. 140.
Introduction to pattern design and to the basic block printing and silkscreen printing processes appropriate for the fabric surface.

373 Design Methods for the Crafts (4:2:6). Pr. 100 or 101, 140, or consent of instructor.
Sources of and approaches to crafts design with materials such as wood, fiber, metal and paper. Exploration of sources of design in natural and man-made worlds. Recommended for Art Education majors.

375 Metal Crafts II (2:1:3). Pr. 275.
Advanced work in techniques required to make jewelry and small art objects from copper, brass, precious metals.

381 Ceramics II (2:1:3). Pr. 281 or consent of instructor.
Wheel-thrown forms; glazing and decorating techniques. (FA,SP)

382 Ceramic Glaze Techniques (2:1:3). Pr. 281.
Glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment. (SP)

385 Photography II (3:1:6). Pr. 285 or portfolio and permission of instructor.
Special techniques including those used in research laboratories; work with special types of film. Students must purchase films and papers.

387 Color Photography (3:3). Pr. 285.
An introduction to the basic processes used to produce color photographs and to an understanding of color photography as art.

428 Etching II (2:1:3). Pr. 228. • May be repeated for credit with consent of instructor or department head.
Continuation of 228. (FA,SP)

429 Lithography II (2:1:3). Pr. 229. • May be repeated for credit with consent of instructor or department head.
Continuation of 229.

439 Painting: Selected Media (2:1:3). Pr. 120, 220.
Special techniques and pictorial problems of various paint media.

440 Book Illustration (4:2:6). Pr. 220, 221, or approval of instructor.
Execution and composition of illustrations in black and white and color of children's books, classical and contemporary literature, textbooks and poetry. Work in pen and ink, watercolor and oil.

446 Graphic Design (4:2:6). Pr. 12 s.h. of design or its equivalent or permission of instructor. For advanced students.
Problems characteristic of the professional practice of graphic design. (Not offered every year.)

471 Fiber Crafts III (4:2:6). Pr. 140, 271, 371 or consent of instructor.
Advanced studies in floor loom and off-loom fiber arts.

481 Ceramics III (2:1:3). Pr. 281, 381.
Advanced course in ceramics with emphasis on the entire ceramic process: preparation of clay body and glazes, forming, bisque and glaze firing. (FA)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

496 Special Problems, Studio (2). Pr. prior approval of supervising instructor required. • May be repeated for credit with consent of department head.
Independent studio work adjusted to needs and interests of individual student. (FA,SP)

498, 499 Independent Study (2), (2). Pr. senior status and permission of instructor.
Students complete work demonstrating technical accomplishment and self-motivation. 498: sessions on portfolio presentation and preparation. 499: sequence of work for required juried senior show. (FA,SP)

For Advanced Undergraduates and Graduate Students

520 Anatomy for the Artist (3:2:2). Pr. 150 or permission of instructor.
Visual analysis of the human form with an emphasis on the skeleto-muscular system.

525 Advanced Metal Casting (4:2:6). Pr. 353 or permission of instructor.
Advanced theory and practice of metal casting.

531 Painting (4:1:8). Pr. senior or graduate standing.
Theories, methods and techniques characteristic of recent trends in painting.

535 Variable Topics in Painting (4:2:6). Pr. advanced undergraduate or graduate standing. • May be repeated when topic varies.
Practice and study of traditional and contemporary methods of painting in a variety of media and genres.

ART HISTORY Courses

For Undergraduates

100 Introduction to Art (3:3).
Intensive study of selected works of art with an emphasis on formal analysis and the relationship between art and culture. *[FA, CFA].* (FA,SP)

101 Survey of Western Art (3:3).
Major artists and periods starting with the ancient world through current times. *[FA, CFA].* (FA,SP)

200 History of Western Architecture (3:3).
Architecture in Europe and the U.S.A. from ancient Greece to the present.

201 Ancient Art (3:3).
Art and architecture of Egypt, Greece and Rome until 337 A.D.

202 Medieval Art (3:3).
Art and architecture of Europe from Early Christian times through the late Gothic period ca. 1400 A.D.

203 Renaissance through Rococo (3:3).
Visual arts of Europe during the Renaissance, Mannerist, Baroque and Rococo periods. (FA)

204 Modern Art (3:3).
Visual arts in the West from ca. 1790 to the present. (SP)

300 Greek Art (3:3). Pr. 100 or 101 or 201.
Architecture, sculpture, and vase painting from ca. 1000 B.C. to the end of the Hellenistic period.

301 Early Medieval Art (3:3). Pr. 100 or 101 or 202.
Early medieval art in Western Europe from ca. 500 to 1066 A.D. including Hiberno-Saxon (Celtic), Carolingian, Ottonian and Anglo-Saxon works.

302 Romanesque Art (3:3). Pr. 100 or 101 or 202.
Romanesque Art throughout Europe from ca. 1050 to ca. 1180 A.D.: architecture, sculpture, manuscript illumination and mural painting.

303 Gothic Art (3:3). Pr. 100 or 101 or 202.
Art in Europe from ca. 1160 to ca. 1400: architecture, sculpture, manuscript illumination and mural painting.

304 Italian Renaissance Art (3:3). Pr. 100 or 101 and 203 or consent of instructor.
Art in Italy from ca. 1300 to ca. 1600; painting, sculpture, architecture. (FA)

305 Northern Renaissance Art (3:3). Pr. 100 or 101 or 203.
Art in Europe north of the Alps from ca. 1400 to ca. 1560. Painting and graphic arts emphasized.

306 Baroque Art (3:3). Pr. 100 or 101 and 203 or consent of instructor.
Seventeenth-century art in Europe: painting, sculpture, architecture and landscape architecture. (SP)

307 European Art in the Eighteenth Century (3:3). Pr. 100 or 101 and 203 or consent of instructor.
A survey of European art media, practice, theory, and issues surrounding patronage during the century.

308 European Art in the Nineteenth Century (3:3). Pr. 100 or 101 and 204 or consent of instructor.
Painting, sculpture, and architecture from 1800 to 1900.

309 Architecture in the Twentieth Century (3:3). Pr. 100 or 101 or 200.
The components of style, theory, structure and material as embodied in the architecture of the century.

310 American Art (3:3). Pr. 100 or 101.
Historical development of art in the United States including the colonial period. Painting and architecture emphasized.

311 Early Twentieth-Century Art (3:3). Pr. 100 or 101 and 204 or consent of instructor.
Painting, sculpture, architecture and other media from 1900 to World War II.

312 Late Twentieth-Century Art (3:3). Pr. 100 or 101 and 204 or consent of instructor.
Traditional and new media in the last half of the century.

400 Special Problems, Art History and Criticism (3:3). Pr. 15 semester hours of art history and criticism and approval of instructor.
Directed program of reading and research.

418 History of Photography (3:3). Pr. Art 100 or 101 or permission of the instructor.
A lecture course in the exploration of the photographic image, how it was produced, how it has evolved and the work of the photographers who make it an art.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

500 Traditions of Art Criticism (3:3). Pr. junior standing or graduate status.
A study of the major critical traditions from the Italian Renaissance to the present, aiming to define the role of criticism in the production and reception of works of art.

501 Topics in the History of Art (3:3). Pr. junior standing or graduate status. • May be repeated when topic varies.
Special topics in the history of art, ancient to modern.

ART EDUCATION Courses For Undergraduates

360 Foundations of Art Education (3:2:1). Pr. junior standing.
An introduction to the art theoretical and philosophical foundations for Art Education K-12. A field placement practicum in schools or other appropriate settings is included. A prerequisite for student teaching.

363 Curriculum and Teaching Methods in the Elementary School (3:2:2). Pr. consent of instructor, 360. For art education majors only.
Aims and philosophy of art education in elementary school. Special section for art majors only offered in the fall. (Counts as Art credit.)

365 Curriculum and Teaching Methods in the Secondary School (3:2:2). Pr. 18 semester hours of art, 360.
Aims, philosophy and curricula of art education in the secondary school; selection, preparation and use of teaching materials. (Counts as Art credit.)

367 Child Art and Teaching (2:1:3). Pr. junior standing. • Not open to Art Education majors.
An introduction to the theoretical and philosophical foundations for Art Education (K-8), including hands-on experience with school art media.

463 Student Teaching in the Elementary School (6:1:10). Pr. senior standing with 2.7 GPA or above; CUI 450, ART 363, 365.
Supervised student teaching at the elementary school level.

465 Student Teaching in the Secondary School (6:1:10). Pr. senior standing with 2.7 GPA; CUI 450, ART 363, 365.
Supervised student teaching at the secondary school level.

For Advanced Undergraduates and Graduate Students

563 Trends and Teaching in Art: Special Populations (3:2:1). Pr. completion of 363, student teaching, or equivalent or consent of instructor.
Curricular and instructional principles, processes and designs applicable to special populations in various school, institutional or community settings.

565 Issues in Art Education (3:3). Pr. graduate status or consent of instructor. • May be repeated once for credit when topics vary.
Exploration of issues in art or education which affect the teaching of art.

MUSEUM STUDIES Courses

For Undergraduates

393 Practicum in Art Careers (1). Pr. sophomore standing. • May be repeated for credit.
Practicum experience for art majors for developing career goals and skills.

401 Special Problems: Museum Studies (3:3). Pr. 15 hours art history/criticism and approval of instructor.
Directed program of reading, research or curatorial projects in the Weatherspoon Art Gallery and other museums.

For Advanced Undergraduates and Graduate Students

590 Museum Studies (3:3). Pr. junior standing and permission of instructor.
A study of the diverse operations and institutional missions of art museums, including management, governance, development, collections management, education and curatorial activities.

Art Courses For Graduate Students Only

600 Writing Art Criticism (3:3).
601 Public Art (3:3).
602 The Teaching of Art from Vasari to Albers (3:3).
603 Expressionism (3:3).
604 Realism (3:3).
605 Perspectives in Contemporary Art (3:3).
606 A Study of the Artist (3:3).
618 Topics in the History of Art (3:3).
619 Research Problems in Art History, Art Criticism (3).
620 Drawing (4:2:6).
622 Drawing Marathon (2:1:3).
626 Woodcut and Wood Engraving (4:2:6).
627 Lithography (4:2:6).
628 Etching (4:2:6).
629 Studio Problems in Drawing, Painting, or Printmaking (4).
631, 632 Painting and Drawing (2:1:3), (2:1:3).
633, 634 Painting and Drawing (4:2:6), (4:2:6).
635 Variable Topics in Painting (4:2:6).
636, 637 Painting Research Seminar (4:2:6), (4:2:6).
641 Design (4:2:6).
649 Studio Problems in Design (4).
655, 656 Sculpture (2:1:3), (2:1:3).
657, 658 Sculpture (4:2:6), (4:2:6).
659 Studio Problems, Sculpture (4).
663 Practicum: Schools, Museums, or Other Settings (3).
665 Art Education (3:3).
669 Special Problems in Art Education (3).
672 Fiber Arts (4:2:6).
682 Ceramics (4:2:6).
685 Photography (4:2:6).
690 Experimentation and Analysis: Studio Arts (3:1:6).
699 Thesis (2 to 6).
800 Graduate Registration. (0).

Department of Biology

312 Eberhart Building

Robert E. Gatten, Jr., Professor and Head of Department

Professors Bates, Lutz; Associate Professors Cannon, Hendrickson, Kirchoff, Lacey, Lepri, Lombardi, Stavn; Assistant Professors Henrich, Katula, Leise, Rublee; Instructors Curtis, Patrick; Lecturers Almeida, Burch, Horton, Pelli, Somers

Visiting Assistant Professor Baldi

Adjunct Faculty: Adjunct Professors Failla, Logan; Adjunct Clinical Professors Dudley, Gay, Lipford, Steuterman; Adjunct Associate Professor Blake; Adjunct Clinical Associate Professor O'Connor; Adjunct Assistant Professors Bever, Bond, Curtis, Kelly, Pratap; Aduct Clinical Instructors Anderson, Basch, Bean, Bowman, Cleveland, Culton, Flynn, Gaither, Gattis, Hobson, Hodge, Madock, O'Laughlin, Peters, Pugh, Scaro, Shirley, Simmons, Taylor, Yarborough

The Department of Biology has a strong commitment to teaching at both the undergraduate and graduate levels. Recipients of undergraduate biology degrees find employment in a wide range of fields and are well-prepared for further study in graduate school and in health-related professions such as medicine, dentistry, and veterinary medicine. Writing-intensive courses and laboratory classes help develop communication and research skills. Additionally, the department supports an active Biology Club, which provides students with a source of friends who have common interests.

The department's tradition of excellence in education is complemented by a faculty actively engaged in research in areas ranging from molecular biology and biochemistry to ecology and evolution. Students are encouraged to gain research experience through independent study with a faculty mentor.

Biology Major (Bachelor of Arts)

Required: 122 semester hours

The Department offers a full range of courses leading to the BA degree. The degree may lead to further study in graduate school, medicine, dentistry, veterinary medicine, medical technology, biotechnology, and environmental biology. Both study and laboratory facilities are available to advanced undergraduates.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER) and the College of Arts and Sciences Liberal Education Requirements (CLER). Note that students who satisfy CLER will also satisfy AULER. See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Biology majors must complete BIO 111 and 112, and a minimum of 30 semester hours of Biology courses above the 100-level. A maximum of four hours at the 200-level may be counted toward the major. Students may take a maximum of 60 semester hours of Biology and related area courses, including courses at the 100-level. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCG.

Biology Core Courses

In meeting this requirement for hours above the 100-level, all majors must complete the following core courses:

1. Ecology: BIO 301
2. Cell Biology: BIO 355
3. Genetics: BIO 392
4. Diversity: one of the following: BIO 322, 341, 354, or 370

BIO 302, 356, and 393 are also strongly recommended.

Related Area Requirements

Biology majors are required to take the following cognate courses or their approved equivalents:

1. CHE 111, 112, 114, 115
2. MAT 121 or 191

The department highly recommends the following courses in addition to the required cognates:

1. CHE 351, 352, 354
2. MAT 191, 292
3. STA 271, or 571 and 571L
4. PHY 101, 102

Biology Major (Bachelor of Science)

Required: 122 semester hours

The Bachelor of Science degree is offered for those students aspiring to a professional career in biology, and for those students with particularly strong interests in the discipline. A student pursuing the Bachelor of Science is expected to develop a stronger background in mathematics and cognate sciences and to attain a greater understanding of biology than will a student pursuing a Bachelor of Arts degree. Bachelor of Science students will also be strongly encouraged to undertake an individual research project with a faculty member during their junior and/or senior year.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER) and the College of Arts and Sciences Liberal Education Requirements (CLER). Note that students who satisfy CLER will also satisfy AULER. See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

The B.S. candidate will be required to satisfy the following requirements in addition to those described for the B.A. degree:

1. At least one Biology course at the 500-level, as one of the elective courses leading to a total of 30 semester hours above the 100-level
2. Organic Chemistry (CHE 351, 352, 354)
3. Calculus I (MAT 191)
4. Either Calculus II (MAT 292) or Statistics (STA 271 or 571 and 571L)
5. General Physics (PHY 101-102 or PHY 291-292)
6. It is recommended that Undergraduate Research (BIO 499) or Honors Work (BIO 493) be taken for 2 or more credit hours.

Biology Minor

A minimum of 17 hours in biology (including BIO 111 and 112, and at least two Biology Core courses) is required for a minor in biology.

Biology as a Second Major

A minimum of 24 hours in biology (including BIO 111 and 112, and the Biology Core, with a maximum of 4 hours at the 200-level) and CHE 111, 112, 114 and 115 are required for a second major in Biology.

Concentration in Biology

A total of 24 semester hours in biology (including 111 and 112, and at least three Biology Core courses) is required for a concentration in Biology.

Concentration in Biotechnology

The concentration in biotechnology is designed for students with a strong interest in molecular biology and genetics. Courses will prepare students in both conceptual and practical aspects of genetic engineering. The concentration is built within the framework of Biology degree requirements of either the B.A. or the B.S.

Basic requirements beyond the Biology Core: BIO 481, 499 (1-3 hrs), 535, 594, 596; CHE 351, 352, 354; PHY 101, 102 or 291, 292; and MAT 191

Strongly recommended: BIO 528, 538, 545, 583, 584, 595; CHE 331, 333; and additional hours of Undergraduate Research (BIO 499)

Note: Students will be required to attend seminars covering biotechnology topics.

Concentration in Environmental Biology

This concentration is designed for students with a strong interest in environmental biology. The concentration provides students with a breadth and depth of environmental awareness, rigorously prepares them for advanced studies in environmental biology and trains them for environmentally-oriented professions. The concentration is built within the framework of Biology degree requirements of either the B.A. or the B.S. **A waiver has been granted for students seeking the B.S. with this concentration to exceed the 60 semester hour limit for major and related area courses, including courses at the 100-level.**

Basic requirements beyond the Biology Core:

1. BIO 302
2. One additional course in Biological Diversity (BIO 322, 341, 354, or 370)
3. BIO 431
4. At least two of the following advanced Biology courses: BIO 420, 430, 527, 528, 529, 560, or 579

Additional requirements:

1. Statistics (STA 271 or 571 and 571L)
2. Introduction to Earth Science (GEO 103)
3. At least one of the following courses: CHE 252; GEO 205, 303, 311, 314; PSC 312, 313; SOC 339; ECO 380

Strongly recommended:

CHE 351, 352, 354; PHY 101-102 or 291-292; MAT 191

Biopsychology Second Major

This second major is designed for students interested in behavior and the structure and function of nervous systems. Topics will span molecular, cellular, organ, and organismal levels.

Basic requirements: BIO 111, 112, 277, 355; CHE 111, 112, 114, 115; MAT 121 or 191; and PSY 221, 425, 450, 453.

Additional requirements: a minimum of six additional hours in Biology courses selected from BIO 425, 453, 464, 477, 479, 567, and 575; and three additional hours in Psychology courses.

Strongly recommended: CHE 351, 352, 354; MAT 191, 292; and PHY 101, 102.

Transfer Credit

Credit for courses above the 100-level is transferred as Biology elective credit only. To establish transfer credit for specific Biology courses above the 100-level, students should contact the head of the Department of Biology.

Teacher Education Requirements

Secondary Subject-Area Licensure in Biology

Undergraduates seeking secondary teacher licensure in biology must satisfy the requirements for the B.A. or B.S. degree in Biology and must also complete Geography 103, Mathematics 121, and Physics 305. See additional information in this catalog under the subject of Teacher Education in Chapter 6.

Students seeking admission to the UNCG Teacher Education Program with a major in Biology must meet the following minimum requirements of the Department of Biology:

1. Completion of a minimum of 9 semester hours in biology courses, with at least 6 of those hours from courses taken at UNCG.
2. A grade point average of at least 2.5 for biology courses completed at UNCG.

Students already admitted to the UNCG Teacher Education Program with a major in Biology who are seeking admission to Student Teaching must meet the following requirements of the Department of Biology:

1. Completion of a minimum of 18 semester hours of biology courses, with at least 15 of those hours from courses taken at UNCG.
2. A grade point average of at least 2.5 for biology courses completed at UNCG.

Initial "A" Licensure

Students with an undergraduate degree who are seeking Initial "A" Licensure in Biology must complete the requirements for a B.A. or B.S. in Biology at UNCG with a biology grade point average of 2.5 or better. Course selection must be completed in consultation with the Head of the Department of Biology. Students who have already taken biology courses as part of their undergraduate program should contact the Head of the Department of Biology to determine if any of those courses can be accepted as meeting some of the requirements for "A" licensure in Biology at UNCG.

Questions about the above requirements should be directed to the Head of the Department of Biology.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN BIOLOGY AND MS IN CHEMISTRY

The accelerated program in Biology provides the opportunity for a student to complete a B.A. in Biology (122 hours) within a four-year period and to shorten the time required to finish the Master of Science degree in Chemistry.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Biology as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated B.A. in Biology/M.S. in Chemistry

	A. College Liberal Arts Component (61 hours max)	**Hours**	**Hours reduced by courses meeting more than one requirement**
	See additional CLER area requirements and available AP credit on p. 76.	35-48	
	Special CLER area requirements for this program:		
	Mathematics (MT)— *required: MAT 191 (see C below)*	3	-3
	Natural Science (NS)— *required for the CPS component: CHE 111, PHY 101 (see C & D below); required for the CLS component: BIO 111 (see B below)*	9-10	-10
	Maximum hours	48-61	
	Total Hours (reduced)	**48**	**(-13)**
B.	**Biology Major (B.A.) Requirements (38 hours)**		
1.	BIO 111 (meets CLER NS/CLS requirement), 112	8	
2.	Ecology: BIO 301	3	
3.	Cell Biology: BIO 355	3	
4.	Genetics: BIO 392	3	
5.	Diversity: one of BIO 322, 341, 354, 370	3-4	
6.	17-18 additional hours above the 100 level with no more than four hours at the 200 level	17-18	
	Total hours	**38**	
C.	**Related Requirements (11 hours)**		
1.	General Chemistry: CHE 111 (meets part of CLER NS/CPS requirement), 112, 114, 115	8	
2.	Mathematics: MAT 191 (meets CLER MAT requirement)	3	
	Total hours	**11**	

Total Undergraduate Requirements (maximum)		**127**
D.	**Chemistry Prerequisites (29 hours)**	
1.	General Physics: PHY 101 (meets part of CLER NS/CPS requirement), 102	8
2.	Organic Chemistry: CHE 351, 352, 354	8
3.	Inorganic Chemistry: CHE 242, 442	5
4.	Analytical Chemistry: CHE 331, 333	4
5.	Physical Chemistry: CHE 506	4
	Total hours	**39**
TOTAL UNDERGRADUATE SEMESTER HOURS		**127**
E.	**Related Requirements for M.S. in Chemistry (30 hours)**	
	Senior Year (6 hours)	
	CHE 501, 553 (Fall)	3
	CHE 502, 632 (Spring)	3
	Summer (3 hours)	
	Approved BIO or CHE elective	3
	Graduate or 5th Year (19 hours)	
	CHE 641, 661, approved BIO or CHE elective (Fall)	9
	CHE 680, 699 (Spring)	6-12
TOTAL MS SEMESTER HOURS		**30**

BIOLOGY COURSES (BIO)

For Undergraduates

105 Major Concepts of Biology (3:3). ***For students not planning to take additional biology courses.*** **• Students who have prior credit for BIO 101, 102 or BIO 111, 112 may not take BIO 105 for credit.**
Introduction to the major ideas about life including reproduction, genetics, evolution, energetics, and ecology. Emphasis placed on the derivation of ideas. *[NS, CLS].*

106 Plants and Civilization (2:2).
Introduction to uses of plants and fungi in human society.

111 Principles of Biology I (4:3:3). • Students who have prior credit for BIO 101 or 103 may not take BIO 111 for credit.
Prerequisite for most other biology courses. Lecture and laboratory cover the fundamental principles of biology including the molecular and cellular basis of life, energetics, and homeostasis. *[NS, CLS].*

112 Principles of Biology II (4:3:3). Pr. 111. • Students who have prior credit for BIO 102 or 104 may not take BIO 112 for credit.
Prerequisite for 300 level courses and above. Continuation of 111. Fundamental principles of biology including cellular and organismic reproduction, genetics, evolution, and ecology. *[NS, CLS].*

271 Mammalian Anatomy (4:3:3). Pr. 111.
Human anatomy with study of skeletons, models, and anatomical preparations. Includes dissection of cat.

277 Mammalian Physiology (4:3:3). Pr. 111 and high school chemistry with grade of C or better.
Human physiology with emphasis on homeostatic mechanisms.

280 Fundamentals of Microbiology (3:2:4). Pr. 111. • Credit cannot be received for this course and BIO 481.
General survey of microscopic life and its impact on medicine, public health, industry, agriculture and the environment. Recommended for non-biology majors.

The remaining courses (300-, 400-, 500-, and 600-levels) require the successful completion of BIO 101-102 or 111-112:

301 Principles of Ecology (3:3).
Introduction to fundamentals of ecology. Principles relating to populations, communities and ecosystems. Particular emphasis placed on the many dimensions of interdependence within ecosystems. (FA,SP)

302 Introductory Ecology Laboratory (1:0:4). Pr. 301 (may be taken concurrently).
Laboratory course to accompany BIO 301. Several field trips, including one weekend trip, required. (FA)

322 Plant Morphology (4:3:3).
Introduction to the plant kingdom from an evolutionary point of view. Emphasis is on structure, function, reproduction, and phylogenetic relationships of the plants. (FA)

341 Invertebrate Zoology (4:3:3).
Major invertebrate groups with emphasis on ecology, physiology, evolution, and structural adaptations of representative types. Weekend coastal field trip required. (SP)

354 Plant Systematics (3:2:3).
Introduction to the classification and evolution of vascular plants. The principles of classification and characteristics of selected plant families are emphasized. (Odd SP)

355 Cell Biology (3:3). Pr. CHE 114 or equivalent.
Study of cellular organization and function. Fundamental biochemical properties, including cellular components, enzyme function, energetics, and metabolism studied in relation to cellular structure, membrane function, cell movement, and cytoplasmic compartments. (FA,SP)

356 Cell Biology Laboratory (1:0:3). Pr. previous completion of or current enrollment in 355. Withdrawal from 355 requires automatic withdrawal from 356.
Laboratory exercises to complement lecture material of 355. (FA,SP)

370 Natural History of the Vertebrates (3:2:3).
Classification, identification, and phylogeny of all classes of vertebrates, with field work. (FA)

392 Genetics (3:3).
Mendelism and modern trends in genetics. (FA,SP)

393 Genetics Laboratory (1:0:4). Pr. concurrent enrollment in or prior completion of BIO 392.
Laboratory course to complement BIO 392. Exercises employ both classic genetic approaches and modern recombinant DNA technology.

420 Marine Biology (3:3). Pr. one of the four core courses.
An introduction to marine organisms and their habitats; special attention given to adaptations necessary for marine life, physical oceanography, and basic ecological principles; one weekend coastal field trip is required. (Even SP)

424 Plant Physiology (3:2:3). Pr. 355.
Physiological processes involved in plant growth and behavior including effect of environmental factors. (SP)

425 Biological Clocks (3:3). Pr. one of the four core courses.
Descriptive survey of behavioral and physiological rhythms in humans and other animals, including circadian, tidal, lunar, seasonal and circannual cycles, with ecological considerations and implications for human health. (Even SP)

430 Biological Evolution (3:3). Pr. 392 and a diversity course.
Survey of modern systematics and the biological mechanisms responsible for diversity among living forms. (SP)

431 The Biosphere (3:3). Pr. 301.
A study of environmental issues in biology, specifically ecosystems, population dynamics, biodiversity and extinction. (Even FA)

440 Vascular Plant Anatomy (4:3:3). Pr. 392 or a diversity course.
Principles of plant structure and function are studied in lecture and laboratory. Emphasis is placed on structure and evolution of the major tissues of vascular plants.

453 Vertebrate Morphogenesis (4:3:3). Pr. 355.
Comparative anatomy of vertebrate embryos and adult forms. Laboratory work includes dissection of representative vertebrates and microscopic study of stages of embryonic development. (FA)

464 Developmental Biology (4:3:3). Pr. 355.
A survey of developmental processes in plants and animals. Topics will include fertilization, achievement of multicellularity, cell determination and differentiation, pattern development, and the genetic regulation of such processes. (SP)

472 Functional Microscopic Anatomy (4:3:3). Pr. 355.
Microscopic anatomy of vertebrate tissues. Emphasis on correlation of cell and tissue functions with

structures visible under the light and electron microscopes. (Even FA)

477 Animal Physiology (3:3). Pr. 355.
Physiology of invertebrates and vertebrates including metabolism, temperature regulation, respiration, blood, circulation, water and ion balance, excretion, and the nervous, sensory, endocrine, and muscular systems. (Even FA)

479 Neurobiology (3:3). Pr. 355.
Descriptive overview of chemical transmission in nervous systems from invertebrates to man. Sensory processing, ionic conductance at synapses and axons, neural circuits and pathways in the brain will be analyzed. (Even FA)

481 General Microbiology (4:3:4). Pr. 355 or 392.
Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life. (FA)

483 Introduction to Clinical Pathology (3:2:4). Pr. 277, and 355 or 392, and CHE 114.
Introduction to profession of medical technology, including major divisions within the field of laboratory medicine. Lectures describe tests to evaluate organ systems, basic pathophysiology-producing abnormalities and evaluation of clinical procedures. Laboratories emphasize basic concepts and evaluation of results of tests discussed in lecture. (SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

499 Undergraduate Research (1 to 3). Pr. two core courses and consent of instructor. • May be repeated for up to 6 hours credit with departmental permission.
Individual Studies: Biological research under the direction of a faculty member, culminating in a written report. Times by arrangement.

For Advanced Undergraduates and Graduate Students

Consult instructor for equivalence of listed prerequisites.

501 Advanced Topics in Animal Ecology (3:3). Pr. a previous course in ecology.
Directed readings in the literature of physiological ecology, growth and regulation of populations, community structure, energy flow, mineral cycling, and other areas of current research interest. (Formerly BIO 663)

502 Advanced Topics in Animal Physiology (3:3). Pr. 277 and 355.
Study of physiological mechanisms; selected problems from current literature. (Formerly BIO 657)

503 Advanced Topics in Biochemistry (3:3). Pr. 535.
Directed readings and reports from the biochemical literature. Structure and biosynthesis of macromolecules and the composition and kinetic characteristics of biochemical pathways. (Formerly BIO 655)

504 Advanced Topics in Cell Biology (3:3). Pr. 355.
Advanced treatment of cell biology covering selected topics such as gene regulation, protein sorting, cell cycle control, apoptosis. The course will consist of lectures and discussion of research articles.

505 Advanced Topics in Ecological Physiology (3:3). Pr. 477 or 579.
Study of a major topic in ecological physiology of animals, including mechanisms by which physiological processes change in response to environmental alterations and the ecological significance of those changes.

506 Advanced Topics in Genetics (3:3). Pr. 392.
Basic mechanisms of gene action in microbes, animals, and plants. (Formerly BIO 661).

507 Advanced Topics in Neurobiology (3:3). Pr. 477 and 579, or permission of instructor.
Directed readings on fundamental physiological principles of nervous system functioning. Topics may included motor pattern generation, sensory transduction, sensori-motor integration, neurohormonal modulation of behavior. (Formerly BIO 675)

509 Advanced Topics in Microbiology (3:3). Pr. 481.
Critical review of current research covering a wide range of topics including infectious diseases, bacterial physiology, marine microbiology, and immunology. Focus on students' interests or needs. (Formerly BIO 666)

510 Advanced Topics in Plant Ecology (3:3). Pr. a previous course in ecology.
Studies of special terrestrial communities or plant groups. (Formerly BIO 664)

511 Advanced Topics in Plant Physiology (3:3). Pr. 424.
The physiology of growth and development in vascular plants treated in terms of phytohormones, nutrition, theories of transport, and environmental factors. (Formerly BIO 656)

512 Advanced Topics in Plant Structure and Evolution (3:3). Pr. 322 or 354 or 440 or permission of instructor.
Lectures and discussions of current research in plant structure, development and evolution. The topics to be covered will change from semester to semester.

513 Advanced Topics in Reproductive Biology (3:3). Pr. 464 or permission of instructor.
Directed readings and original research on reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.

515 Advanced Topics in Vertebrate History (3:3). Pr. 271 or 453, 370, and 392, and permission of instructor.
Directed/independent study of classification and phylogeny of particular vertebrate groups that results in a term paper.

527 Terrestrial Plant Ecology (3:2:3). Pr. 301.
Application of principles of ecology to plants and plant communities. Experimental methods stressed in laboratory work. Two required weekend field trips. (Odd FA)

528 Microbial Ecology (3:3). Pr. 301 and either 280 or 481, or permission of instructor.
Emphasis on current areas of active research with reference to applied problems. (Even SP)

529 Aquatic Ecology (3:2:3). Pr. 301, CHE 114, or permission of instructor.
Interactions and adaptations of aquatic organisms in the major aquatic environments: fresh water, estuaries, and oceans. Optional field trips monitor local lakes, Carolina bay lakes, and the coastal Cape Fear area. (Even FA)

535 General Biochemistry (3:3). Pr. 277 or 355 or 392, or permission of instructor.
Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis. (FA)

538 Radiation Biology and Radiotracer Methods (4:3:3). Pr. 355 or 392, or permission of instructor.
Characteristics of ionizing radiation and use of radioisotopes in biological studies. Principles of radiation interaction; methods of detection of ionizing radiation; personnel protection. Laboratory work emphasizes liquid scintillation methods and processing of these data. (Odd SP)

545 General Biochemistry Laboratory (1:0:3). Pr. 535 (may be taken concurrently).
Experimental work designed to complement lecture material of 535. (FA)

549 Current Topics in Biology (1 to 3). Pr. permission of instructor.
Current topics in the biological sciences. Students complete individual readings or laboratory/field experiments under the supervision of faculty.

550 Macroevolution (3:3). Pr. 392 and a diversity course (322, 341, 354, or 370).
Lectures and discussions provide an introduction to evolution above the species level. Special attention given to constraints on evolutionary change and to theories integrating development and evolution.

552 Metamorphosis (3:3). Pr. an upper level course in physiology (e.g. 477), and a course in developmental biology (e.g. 453) or equivalent courses.
Readings, discussions, and oral presentations of current literature on metamorphosis in animals. Mechanisms controlling metamorphosis, evolution of complex life cycles, and adaptations to differing habitats. (Odd FA)

555 Vertebrate Reproduction (3:3). Pr. 464.
An advanced treatment of the diversity of vertebrate reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects. (Even SP)

560 Symbiosis (3:2:3). Pr. any three core courses, or permission of instructor.
Symbiotic interactions of living organisms from an evolutionary perspective. Metabolic, genetic, behavioral, and ecological adaptations which allow symbioses to be formed and maintained will be discussed. (Odd SP)

567 Chemical Senses (3:3). Pr. 355, and one of the following: BIO 277, 472, 477, 479, PSY 450, PSY 453, or permission of instructor.
Exploration and interactive discussion of chemosensory stimuli, chemosensory transduction mechanisms, neural processing of chemosensory information, and organismal consequences of chemoreception.

575 Neuroanatomical Techniques (3:2:4). Pr. 355 and one of the following: BIO 453, 472, 477, 479, PSY 450, PSY 453, or permission of instructor.
Practical experience with a variety of neuroanatomical procedures used to investigate the structural framework of nervous systems in invertebrate and vertebrate preparations. Students will learn to conduct independent projects. (Odd SP)

579 Environmental Physiology (3:3). Pr. 341, 355, or 370, plus 277 or 477.
Lectures, discussions, and student presentations on the physiology of animals as it is influenced by and is adapted to environmental conditions. (Odd FA)

583 Virology (3:3). Pr. 481 or permission of instructor; 392 and 535 recommended.
Selected topics in virology. Emphasis upon new trends in the study of animal, plant, and bacterial viruses at both molecular and cellular levels. (Even SP)

584 Immunology (3:3). Pr. 481 or permission of instructor.
Principles of immunology and serology covering both humoral and cellular aspects of immunobiology. Selected topics include: T and B cell, immunoglobulins, tolerance, hypersensitivity. (Odd SP)

589 Experimental Course: Conservation Biology (3:3). Pr. 301.
Introduction to species conservation. Topics covered include genetic diversity, demographic processes in populations, species invasions, effects of habitat fragmentation, design and management of nature reserves. (FA95 only)

594 Introduction to Biotechnology (4:3:4). Pr. 12 hours of biology or chemistry above 100 level, including BIO 392.
Basic principles and techniques of biotechnology. Includes molecular cloning, DNA sequencing, and hybridomas. Explores development of gene amplification, gene therapy, and DNA fingerprinting. (SP)

595 Advanced Genetics (3:3). Pr. 392.
Selected topics in genetics at an advanced level. Emphasis placed on comparative view of molecular mechanisms underlying animal and plant development. (Even SP)

596 Molecular Biological Approaches in Research (1:1). Pr. 392.
Use of novel molecular approaches to address current questions in the life sciences will be explored by analyzing recent research reports and learning the principles underlying these approaches.

599 Biology Seminar (1:1). Pr. senior or graduate standing. • Grade: Satisfactory/Unsatisfactory (S/U).
Oral reports and discussions of topics from current literature of biology by students, faculty and guest lecturers.

For Graduate Students Only

601 Seminar in Animal Ecology. (3:3).

602 Seminar in Animal Physiology. (3:3).

603 Seminar in Biochemistry. (3:3). (Formerly BIO 633)

604 Seminar in Ecological Physiology. (3:3).

605 Seminar in Ecology (3:3). (Formerly BIO 630)

606 Seminar in Evolutionary Biology (3:3). (Formerly BIO 635)

608 Seminar in Microbiology (3:3). (Formerly BIO 631)

609 Seminar in Molecular Cell Biology. (3:3).

610 Seminar in Molecular Genetics. (3:3).

612 Seminar in Plant Structure and Evolution. (3:3).

613 Seminar in Reproductive Biology. (3:3).

649 Research Lab Rotations. (1:0).

695 Biological Research (3:0).

699 Thesis (3 to 6).

800 Graduate Registration (0).

Department of Broadcasting/Cinema and Theatre

200 Taylor Building

Robert C. Hansen, Professor and Head of Department

Professors Behm, Cook, Jellicorse; Associate Professors Bell, Edwards, Fragola, Frierson, Wren; Assistant Professors Barr, Boyd, Gulley, McMullen, Paludan, Wolf; Lecturers Donaldson, Howieson, McDougald, Shackelford

The Broadcasting/Cinema and Theatre Department offers a full range of liberal arts and professional degree programs that prepare undergraduate students for a variety of career opportunities in radio, television, film and theatre. The Department offers the following undergraduate degree programs:

BA in Drama

BA in Media Studies

BA in Theatre Arts (Teacher Licensure)

BFA in Drama, with concentrations in Acting or Design and Technical Theatre

The degrees, which are accredited by the **National Association of Schools of Theatre,** provide students with a vital mix of course work that combines both theory and practice and allows for the development of skills and talents in radio, television, and film production and performance; acting, directing, design, technical theatre, theatre for youth, and theatre education.

The Department's rich and varied curriculum is matched by an extensive co-curricular program that includes opportunities to participate in radio, film, and video production as well as local media internships; and the extensive Theatre production program which includes UNCG Theatre, Studio Theatre, Workshop Theatre, UNCG Summer Theatre, and the North Carolina Theatre for Young People. Participation in Department sponsored plays and musicals is open to majors and non-majors alike. Each fall the Department coordinates and hosts the North Carolina Theatre Conference (NCTC), K-12 Division Play Contest. The Department also presents the Carolina Film and Video Festival each spring which is a competitive showcase for both student and professional films and videos from across the nation.

The Department utilizes office, classroom, laboratory, studio, and performance space in the Taylor, Carmichael, McIver, Aycock, and Curry buildings on campus. The Department's faculty is composed of talented artists and scholars with excellent reputations as teachers. Students are encouraged to collaborate with faculty on creative and research projects during their course of study.

Admission to the Department's degree programs is competitive. The requirements stated below are minimum requirements, and marginal compliance with them does not automatically imply admission.

Admission to Closed Courses

a. Due to enrollment pressures and limitations on space in certain impacted courses, the Department adheres to the following policy governing enrollment in its courses:

   (1) Students may be dropped from impacted courses even though they may have successfully completed the registration process. This process will conform to the priority system established below.

   (2) Students not attending the first day of class may be dropped from the course.

b. Priority for inclusion in a course will be based on the following criteria, in any order deemed appropriate:

(1) Successful completion of all prerequisite coursework.
(2) Graduate or Special Graduate student standing.
(3) Total number of semester hours earned toward graduation, **not** including hours currently being attempted.
(4) Overall GPA.

c. Only those students who attempted preregistration will be considered for late placement in closed courses.

Criterion for Progression in the Major

Only grades of "C-" or better taken in Broadcasting/Cinema and Theatre courses will count toward completion of a major in the Department.

DRAMA MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours.

The BA in Drama provides a broadly based approach for students who wish to emphasize theatre arts as an undergraduate major. A strong core of courses in stagecraft, acting, directing, playscript analysis, and theatre history is supplemented by additional work in performance, technical theatre, and cognate theatre studies. BA Drama Majors have plentiful opportunities to develop analytical, communication, and presentational skills highly valued in university graduates; and BA Drama majors undertake work preparatory to teacher certification, nonspecialized employment in theatre and media, and graduate studies in theatre.

BA drama students are required to complete one production assignment each semester during the freshman year and a total of six more during the sophomore, junior, and senior years. BCT 150/450 credit is granted for these assignments (see below).

The BA in Drama major may also include a program for certification in theatre arts as described below.

In accordance with Department policy, only grades of "C-" or better will count for credit in the major.

All Theatre Division majors are expected to read and abide by the policies published in the Theatre Division student handbooks, available by mail or in Taylor Building, Room 202.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. BCT 122, 123, 201, 251, 541, 580W, 581W, 582W with 4 semester hours of 150 and 4 semester hours of 450 over four years. Junior transfer students must complete a minimum of two semester hours of each, and senior transfer students must complete a minimum of two semester hours of 450.
2. One performance course selected from BCT 113, 252, 252T, 524, 542, 599, DCE 349
3. One Technical Theatre course selected from BCT 365, 375, 376

4. One course selected from BCT 221, 301, 565, 579, 586, 596, 597, 598
5. Nine semester hours from catagories 2 and/or 3 and/or 4 and/or BCT 200, 253, 366, 522, 533

Teacher Licensure Requirements for Theatre Arts

(See "Teacher Education" in Chapter 6 for full explanation.)

Students in the Theatre Arts licensure concentration must have and maintain a **2.7 GPA** for all work attempted for admission to teacher education and for acceptance into student teaching.

1. BCT *121, 122, 123, four semester hours of 150: 1 sh each in scenery, lights, costumes/makeup, management, 251, 252T, 301, 328, 454, 541, 542, 580W, 581W, 582W, and 596; *CST 320
2. HEA 201
3. *Social and Behavioral Sciences requirement must include one semester each from two of the following: anthropology, sociology, economics, geography, history, or political science
4. *PSY 221
5. CUI 450, 465F, 470; CUI 390; ELC 381
6. At least four pre-student teaching experiences and evidence of teaching readiness are required. These are based upon evaluations done by the Department.

(* These requirements may be selected to satisfy College of Arts and Sciences and AULER liberal education requirements.)

Electives

Electives sufficient to complete the 122 semester hours required for degree.

MEDIA STUDIES MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours

The Media Studies major provides instruction in the context of principles and practices of broadcasting and film. It is a liberal arts program which provides a sound conceptual and theoretical framework upon which to develop selected skills. Upon completion of a basic core, students select additional courses in the area of their interests.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

1. MAJOR REQUIREMENTS

   Minimum 36 hours in Media Studies (all levels). Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

   a. BCT 171, 172, 203, 291, 310, 507
   b. Two courses from among BCT 302, 303, 403, 516
   c. One course from among BCT 380, 517, 518, 521

d. Three courses or nine hours from BCT 140, 141, 202, 210, 300, 302, 303, 305, 311, 312, 313, 333, 380, 390, 391, 392, 393, 399, 403, 410, 411, 440, 441, 501, 503, 508, 509, 510, 512, 515, 516, 517, 518, 519, 521, 540, 585, 588

2. ADMISSION PROCEDURES FOR THE MEDIA STUDIES MAJOR
   a. Admission to the University does not mean automatic admission to the Media Studies Major. Students must make formal application.
   b. Application is made at the end of the Spring semester. Applicants obtain admission request forms from the Broadcasting/Cinema office in the Carmichael Building.
   c. The deadline for filing completed forms is Reading Day of the spring semester only. Applications received after Reading Day will not be processed until the spring semester of the following year. The foundation courses (ENG 101, BCT 171, 172) must be completed prior to or during the spring semester at the end of which application will be made.
   d. Since admission to the Media Studies Major requires a probationary year at UNCG, *transfer students will usually require a minimum of six semesters at UNCG to complete degree requirements.*
3. ADMISSION CRITERIA FOR THE MEDIA STUDIES MAJOR
   a. Admission to the Media Studies program is competitive. Compliance with the minimum criteria does not guarantee admission.
   b. Minimum criteria:
      (1) Minimum OVERALL grade point average of 2.2.
      (2) Completion of ENG 101, BCT 171 and 172 with no grade lower than "C -".
   c. Competitive criteria:
      (1) 60% OVERALL grade point average
      (2) 40% grade point average in BCT 171, 172 and ENG 101
4. CRITERIA FOR CONTINUING IN THE MEDIA STUDIES MAJOR
   a. Initial admission to the Media Studies major does not guarantee the student the right to complete the degree program.
   b. Continuation in the Media Studies major is contingent upon the following requirements:
      (1) Maintenance of the current minimum overall GPA
      (2) Demonstration of high quality oral and written communication
      (3) Adherence to all building and equipment policies and procedures
      (4) Professional treatment of Divisional equipment and prompt payment of any charges assessed for equipment damage
      (5) Compliance with all University regulations including the Academic Honor Code
5. ADDITIONAL MEDIA STUDIES REGULATIONS
   a. Students will not be allowed to register for any production courses without formal admission to the program. Students who appear to be following the Media Studies curriculum but who have not been formally admitted may be prohibited from taking additional Media Studies coursework in the program.

b. In accordance with Department policy, only courses completed with the grade of "C-" or better may count toward fulfilling requirements for the Media Studies major.

c. Although production courses are limited to majors only, Media Studies foundation courses (BCT 171 and 172) and Media Studies courses meeting AULER and College of Arts and Sciences requirements are open to any student in the University on a space-available basis.

d. No more than twelve (12) total hours may be applied to the major from among: BCT 140, 141, 333, 390, 399, 410, 411, 440, 441, 585.

DRAMA MAJOR (BACHELOR OF FINE ARTS)

Required: 124 semester hours

The BFA Drama Major emphasizes that theatre is a discipline involving three basic factors: talent, study, and practice. Only students who show evidence of talent and who work to perfect it through classroom study combined with practical application will be continued in the major. Transfer students from programs other than the BFA should note that this program is concerned with the maturation of the young artist. Thus enrollment for six semesters is required even when study is begun in the junior year. Transfer students who successfully remain in the BFA curriculum must, therefore, spend a minimum of three years in residence at UNCG to complete the BFA degree. There are no exceptions to this requirement. Students select from two concentrations: the BFA in Acting or the BFA in Design and Technical Theatre. Provisional admission is granted to the BFA Acting Concentration students for their first year in the program. Retention beyond the first year in the BFA in Acting is based upon application, audition, and selection in the spring semester of the provisional year. Provisional admission is granted to BFA Design and Technical Theatre Concentration students for the first year in the program. Retention beyond the first year in the BFA in Design and Technical Theatre is based upon application, review of project work, and selection in the spring semester of the provisional year. In both BFA concentrations, the total development of each student is continually under evaluation and is formally examined by the theatre faculty at least once each year. Continuance in the program depends upon the student's attitude, discipline, and achievement.

As part of developing the appropriate professional understanding, BFA Acting students must complete one production assignment each semester in the freshman year and a total of six more assignments during their sophomore, junior, and senior years. Four of the BFA Acting students' production assignments must be in technical-related activities. BFA Design and Technical Theatre students must complete one production assignment each semester in the freshman year and a total of six more assignments during the sophomore, junior, and senior years. BFA transfer students are required to complete one production assignment each semester in the program. BCT 150 and BCT 450 credit is earned for these production assignments as noted in the outline of requirements stated below.

BFA Acting and Design and Technical Theatre majors are required to complete an internship. The internship may be fulfilled in the UNCG Summer Theatre Program, in the North Carolina Theatre for Young People touring company, or in an intensive, off-campus theatre program that is approved by the Theatre Division faculty. Transfer students should make arrangements to schedule the internship as soon as possible. Internships must be approved prior to completion of the internship duties.

In accordance with Department policy, only grades of "C-" or better will count for credit in the major.

All Theatre Division majors are expected to read and abide by the policies published in the student handbooks, available by mail or in Taylor Building, Room 202.

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements.

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 or FMS 103 or RCO 101 **and** one additional RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

In addition, candidates for BFA degrees must complete four writing-intensive courses in compliance with the College of Arts and Sciences Liberal Education Requirements (CLER). See p. 75 for additional information about writing-intensive courses.

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Acting Concentration

Major Requirements

1. Acting Studies: BCT 113, 190 repeated for one credit hour each semester for six semesters, 251, 252, 351, 352, 524, 590, 592, 599.
2. Technical Theatre Studies: BCT 122, 123; one course selected from 365, 375, and 376.
3. Other Theatre Studies: BCT 150 repeated for four semester hours, and BCT 450 repeated for four semester hours, BCT 201, 541, 580W, 581W, and 582W.
4. Completion of approved internship.

Related Area Requirements

1. MUS 125, 126
2. DCE 349 and three additional dance courses selected in consultation with advisor.
3. ESS 170
4. ENG 339 or 340

Electives

Electives sufficient to complete the 124 hours required for degree.

Design and Technical Theatre Concentration

Major Requirements

1. Design and Technical Theatre Studies: BCT 122, 123, 200, 365, 366, 375, 376, 377, 522, 583, 584; two courses selected from BCT 253, 523, 525, 533, 534, 535, 536, 543, 544, 545, 547, 546, 549, 550, 565.
2. Performance Studies: BCT 251 and 541.

3. Other Theatre Studies: BCT 150 repeated for four semester hours, and BCT 450 repeated for four semester hours, 201, 580W, 581W, and 582W.
4. Completion of approved internship.

Related Area Requirements

ART 120, 140, 220, and 221.

Electives

Electives sufficient to complete the 124 semester hours required for degree.

BROADCASTING/CINEMA AND THEATRE COURSES (BCT)

For Undergraduates

113 Voice for the Actor (3:3).
The study of the mechanics of the voice for dramatic literature, developing intelligible speech through the use of Standard American Sounds.

121 Drama Appreciation (3:3).
Theatre as an art form: how the actor, director, and designer function. Outstanding plays of major periods demonstrate the technical and aesthetic aspects of theatrical production. Illustrated lectures, demonstrations, and classroom experiments. *[FA, CFA].*

122 Stage Crafts I (3:3:3).
Introduction to technical theatre practice, backstage organization, scenery construction, stage lighting and sound. Practical experience in supervised laboratory and production program.

123 Stage Crafts II (3:2:3).
Introduction to technical theatre practice in stage makeup and costuming. Practical experience in supervised laboratory and production program.

140 Radio Laboratory (1 to 2). Pr. permission of instructor. • May be repeated for credit for a maximum of 3 hours.
Supervised participation in radio broadcasting or program production. (Production Course).

141 Cinevideo Laboratory (1 to 2). Pr. 203, 291, 310. • May be repeated for credit for a maximum of 3 hours.
Supervised participation in filmmaking and/or presentation. (Production Course).

150 Theatre Practice (1:0:4). • May be repeated for credit.
Departmental workshop. Open to any student interested in participating in any phase of the theatre production programs.

171 The Development of the Cinema (3:3:3).
Development of motion picture industry. Examination of filming equipment and film techniques. *[FA, CFA]*

172 The Development of Broadcasting (3:3).
Emergence, structure, and scope of radio, television, and cable. Examination of broadcasting theories and practices, with emphasis on audience influences on broadcasting and the effect of broadcasting on individuals and society.

190 Dynamics in Acting (1:0:3). Pr. sophomore BFA/ Acting major. • May be repeated for credit.
Daily practical exercise in physical disciplines to develop concentration, imagination, and the voice.

200 Theatre Graphics (3:2:3). Pr. 122.
Introduction to the basic materials and techniques of graphic presentation in scenic, costume, and lighting design for the theatre.

201 Playscript Analysis (3:3). Pr. admission to appropriate degree program or permission of instructor.
Systems for analyzing playscripts which may be adapted and employed by directors, actors, and/or designers.

202 Creative Process in Film and Video (3:3). Pr. 171.
Various approaches for the enhancement of the visual imagination, emphasizing the origination of ideas and their development into scripts for film and video.

203 Applied Aesthetics for Film and Video (3:3).
Study of the major aesthetic elements in film and video production—light, space, time-motion, and sound.

221 Development of American Musical Theatre (3:3).
Musical theatre as an art form, stressing its development and major works since 1800. Minstrelsy, vaudeville, burlesque, operetta, and revue, but major emphasis on musical comedy. Illustrated lectures and demonstrations. *[FA, CFA].*

250 Fundamentals of Acting (3:3). • For non-majors only.
Understanding and appreciation of the problems, demands, and disciplines of the actor's art. *[FA, CFA].*

251 Acting I (3:1:4).
Introduction to acting techniques: voice, movement, warmup exercises for the actor. Improvisation exercises and stage movement.

252 Acting II (3:1:4). Pr. 251. Enrollment limited to B.F.A. Acting Majors. Special sections, designated 252T, for BA Drama Majors, including teacher education candidates.
Application of basic techniques developed in 251 to elementary scene study. Introduction to the Stanislavski System. Further study in movement, voice, and improvisation which includes units on period style and adaptation of literature for performance.

253 Advanced Stage Make-up (3:2:3). Pr. 153 or permission of instructor.
Special emphasis on character analysis, physiognomy, color in make-up, three-dimensional make-up, rubber prosthesis, beard and wig making, and stylized make-up.

255 Rehearsal, Production, and Performance (3:0:9). Pr. permission of instructor.
Guided practice in carrying out minor responsibilities in play production under the pressure of preparing plays for audience approval. Students enrolled may expect to play supporting roles and serve as members of scenery, sound and special effects, property, lighting, costume, publicity, house and/or make-up staffs of UNCG Theatre, and/or N.C. Theatre for Young People productions.

256 Applied Summer Theatre I (1-4:0:3-12). • May be repeated for credit.
Supervised practical experience in various areas of summer theatre production.

291 Introduction to Film/Video Production (3:3:2). Pr. admission to media studies major, 171, 172, 203.
Introduction to basic equipment and facilities used in film and video production.

300 Introduction to TV and Film Lighting (3:3). Pr. 203, 291, 310.
Introduction to lighting for film and video. Aesthetics and lighting design. Equipment and its application. (Production Course).

301 Playwriting (3:3).
Exercises in dramaturgical techniques including adapting literature for performance. Composition of one-act plays.

302 Writing for the Screen (3:3). Pr. 171 or ENG 330; COM 202, 203.
Study of techniques of script writing, both adaptations and original material. (Production Course) (Same as ENG 302)

303 Broadcast Copywriting (3:3). Pr. 172.
Analysis of persuasive radio and television spots and examination of broadcast copywritng techniques with emphasis on development of writing skills for electronic media.

305 Film as Art by Women (3:3). Pr. 171.
Film as art and women filmmakers. Selected women filmmakers and films that illuminate the way their works differ in content, construction, and vision from films directed by men.

310 Media Communication Theory (3:3).
Media Communication Theory as a tool for understanding media contexts and social effects. Additional emphasis given to research design and data gathering techniques for media studies.

311 Radio and Television Announcing (3:2:2). Pr. 112, 203, 291, 310.
Theory and practice of announcing skills and techniques in radio and television broadcasting. (B/C Production Course).

312 Broadcast Programming (3:3). Pr. 172.
Analysis of principal program genres in radio, television, and cable, with emphasis on notable artistic achievements in major genres. Identification, acquisition, and scheduling of programs.

313 Basic Audio Production (3:3). Pr. 203, 291, 310.
Basic production techniques of radio including console operation, equipment use, and tape editing. (Production Course).

323 The Arts as Human Experience (3:3).
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, DCE 323, MUS 323.) *[FA, CFA].*

328 Technical Practice for the School and Community Theatre (3:3). Pr. 122 and admission to appropriate degree program or permission of instructor.
Study of design techniques and the execution of scenery, lighting, and costuming for low budget play and musical production.

333 Special Problems (1 to 3). Pr. permission of faculty supervisor is required prior to registration. • May be repeated for credit.
Guided individual study in an area of special interest to the student.

350 Workshop Theatre Practice (1:0:3). • May be repeated for credit.
Supervised production work in the Workshop Theatre.

351 Acting III (3:1:4). • BFA Acting majors only. Pr. 251, 252, and permission of acting faculty.
Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques.

352 Acting IV (3:1:4). Pr. 351.
Intermediate acting technique. Emphasis on the practical application of Stanislavski's principles of Psycho-Technique and their subsequent interpretations.

365 Costuming for the Stage (3:2:3).
Study of historical costume styles in relation to costuming for the modern theatre.

366 Costume Crafts (3:2:3).
Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts.

375 Stage Scenery (3:2:3). Pr. 122 or permission of instructor.
Principles and practice of designing scenery for the stage. Introduction to technical problems of play production through assignments in the studio.

376 Stage Lighting (3:2:3). Pr. 122 or permission of instructor.
Basic principles and practice of lighting for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance.

377 Design Practicum (1-2:0:3-6). Pr. Admission to the BFA Design and Technical Theatre program. • May be repeated for credit.
Practice in designing in theatre; preparation of a design assignment for a production presented by the Theatre Division.

380 News and Documentary in Broadcasting and Cinema (3:3:2). Pr. 171 and 172 or permission of instructor.
Development of news and documentary in radio, television, and film. Examination of significant programs and films and their influences on media trends and society.

390 Television Laboratory (1 to 2). Pr. 203, 291, 310 and permission of instructor. • May be repeated for credit for a maximum of 3 hours.
Supervised participation in television broadcasting or video production. (Production Course).

391 Broadcast Newswriting (3:3). Pr. 203, 291, 310, 380.
Writing and planning newscasts for broadcast media. (Production Course).

392 Electronic Field Production (3:3). Pr. 203, 291, 310.
Gathering, writing, editing, rewriting, and producing news and features for broadcasting media. (Production Course).

393 Introduction to Single Camera Cinematography (3:3). Pr. 203, 291, 310, 302.
Introduction to technique in the use of the camera to communicate visual ideas. Emphasis is given to technical skills and equipment. (Production Course).

396 Creative Drama for the Classroom Teacher (2:2:1). • Not open to theatre majors. Pr. elementary education majors with sophomore standing, or permission of instructor.
Elementary school creative drama and its place in the curriculum. Emphasis on fundamentals, materials, teaching techniques, and evaluation.

399 Radio-TV-Film Production Workshop (3:0:9). Pr. 203, 291, 310 and appropriate to area of practice or permission of instructor. Permission of faculty supervisor required prior to registration. • May be repeated for credit.
Guided practice in creative area of radio, television, or film, including writing, directing, performing, sound design, cinematography, or editing. (Production Course).

403 Writing the Nonfiction Program (3:2:3). Pr. admission to the Media Studies major, 171, 172, and 203.
Research, design and writing of nonfiction programs such as documentary, magazine, instructional, and educational programs. Emphasis given to the development and application of writing skills. Involves a weekly production laboratory.

408 Sportscasting (3:3). Pr. 311 or permission of instructor.
Development of announcing skills required for sports broadcasting, including play by play. Includes legal aspects of sportscasting. (Production Course).

410 Broadcasting Internship (1 to 6). Pr. 171, 172, 203, 291, 310 and two additional courses 300-level or above and approval by Director of Internship. • Students may repeat enrollments for total of 6 semester hours in 410 and/or 411.
Field learning experience in local broadcast media. Academic supervision provided by faculty member and direction in the field provided by job supervisor. (Production Course).

411 Cinema Internship (1 to 6). Pr. 171, 172, 203, 291, 310 and two additional courses 300-level or above and approval by Director of Internship. • Students may repeat enrollments for a total of 6 semester hours in 410 and/or 411.
Field learning experience in local film industry. Academic supervision provided by faculty member and direction in the field provided by job supervisor. (Production Course).

440 Advanced Radio Laboratory (1 to 2). Pr. 203, 291, 310 or permission of instructor. • May be repeated for credit for maximum of 3 hours.
Supervised participation at an advanced level of radio broadcasting or program production. (Production Course).

441 Advanced Film Laboratory (1 to 2). Pr. 203, 291, 310. • May be repeated for credit for maximum of 3 hours.
Supervised participation at an advanced level of filmmaking and presentation. (Production Course).

450 Advanced Theatre Practice (1:0:4). Pr. 4 credit hours of 150 and junior standing. • May be repeated for credit.
Supervised participation at an advanced level in any phase of the theatre production program.

454 Teaching Methods in Theatre Arts (3:3:4).
Philosophy, means, and methods for conducting classes and structuring curricular and cocurricular speech and theatre activities. Includes internship in public schools as lab. Required for Theatre Arts teacher certification. (FA)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

501 Cinevideo Editing (3:3). Pr. 392 or 393, or permission of instructor. • Cannot be repeated for credit by students who have taken COM 401 previously.
Survey of the history, aesthetics, and techniques in sequencing moving images. Laboratory experience, including the operation of control track editors.

503 Television Writing (3:3). Pr. admission to the Media Studies Major, and BCT 203 or 303 or permission of instructor.
Practice in television script writing with emphasis given to development of concepts and proposals for episodic television. Practice in analyzing and writing for existing television series and/or development of new programs. (Production course)

507 Media Law and Ethics (3:3). Pr. admission to the Media Studies major, graduate standing or permission of instructor.
Study of media law and questions of ethics as they apply to broadcasting and motion pictures.

508 Media Management (3:3). Pr. graduate standing or BCT 172 and 310 and permission of instructor.
Introduction to the principles and practices of managing broadcast/cable operations and producing film/video production.

509 Media Sound Production (3:3). Pr. 203, 210, 291, 310, 313.
History, aesthetics, and techniques of sound production in media. (Production Course).

510 Intermediate Cinevideography (3:3). Pr. 392 or 393 or permission or instructor.
Further study of the use of the camera to communicate visual ideas. Development of skills using 16mm cinematography. (Production Course).

512 TV and Film Lighting (3:2:3). Pr. 300 or permission of instructor.
Principles of light and color in lighting for television and film production. Application of the equipment and accessories used in the execution of lighting design through practical projects. (Production Course).

515 Film Theory (3:3). Pr. 171 or ENG 330, 310 or graduate standing.
Study of the principal theories of film through the writings of critics, theorists, and directors.

516 Advanced Film and Television Writing (3:3). Pr. 291, 302 or permission of instructor.
Advanced study of screenwriting with emphasis on writing of original full-length material. (Production Course).

517 The Auteur Director (3:2:3). Pr. 171, or ENG 330, or permission of instructor. • May be repeated for credit.
Works of an individual film director. Subject differs from offering to offering. (Same as ENG, FRE, ITA, SPA 517)

518 Studies in Film Genre (3:2:3). Pr. 171, or ENG 330, or permission of instructor. • May be repeated for credit.
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as ENG, FRE, ITA, SPA 518)

519 Film Animation (3:3). Pr. 393 or permission of instructor.
Study and practice of techniques of animated film. (Production Course).

521 Radio and Television Genres (3:3). Pr. 171, 172.
Examination of radio and television genres such as situation comedy, docudrama, reality-based programs, melodrama, sports, live events, performing arts, game shows, avant garde video works, and music programs.

522 Advanced Stagecrafts (3:2:3). Pr. 122 and admission to appropriate degree program or permission of instructor.
Study of advanced scenic construction, property construction, and rigging techniques for the stage. Supervised laboratory work in wood, plastics, metal, and other materials.

523 Technical Direction (3:3). Pr. 122 and 375 or 376, and junior, senior, or graduate standing, and admission to appropriate degree program or permission of instructor.
Theatrical technical direction with emphasis on organizational, managerial, and problem-solving duties and responsibilities. Lecture combined with practical projects.

524 Professional Theatre Audition Techniques (3:3). Pr. 251, 252, 351, 352, and admission to appropriate degree program or permission of instructor.
Audition theory, techniques, and practice for theatre, television, and films.

525 Computer Assisted Drafting (3:1:6). Pr. 535, or HID 111 and HID 112, or ART 222 or equivalent technical drawing aptitude and admission to appropriate degree program.
Fundamental principles and application of 3-D design utilizing a DOS based drafting and design program.

533 Scene Painting I (3:1:4). Pr. 122 and 375, and admission to appropriate degree program or permission of instructor.
Tools, materials, and techniques of scene painting.

534 Scene Painting II (3:1:4). Pr. 122, 375 and 533, and admission to appropriate degree program or permission of instructor.
Advanced problems in scene painting.

535 Scene Drafting and Construction (3:3). Pr. 375 and admission to appropriate degree program or permission of instructor.
Advanced problems in scene construction combined with the development of scene drafting skills and techniques. (ALT years)

536 Stage Management (1-2). Pr. 122 and 541, or permission of instructor. • May be repeated for a total of three credits.
The role of the stage manager. Supervised participation as a stage manager in the theatre production program.

540 Directing for Television (3:2:3). Pr. 313, 392 or 393 or permission of instructor.
Fundamental principles of directing for television. Laboratory directing experience. (Production Course).

541 Directing (3:3). Pr. second semester junior standing and admission to appropriate degree program or permission of instructor.
Fundamental principles of directing for the theatre including adapting literature for performance.

542 Directing Practicum (1:0:3). Pr. 541 and admission to appropriate degree program or permission of instructor.
Practice in directing the play; preparations of a 20- to 30-minute play or excerpt, and presentation in the Workshop Theatre. Required of BA and BFA Theatre Arts candidates in the semester following enrollment in 541.

543 Stage Costume Design (3:2:3). Pr. admission to appropriate degree program or permission of instructor.
Elements of design in relation to costume design and the graphic interpretation, with these fundamentals, of characters from plays.

544 Scene Design (3:1:6). Pr. 375 and admission to appropriate degree program or permission of instructor.
Advanced problems of scenic design for single-set productions.

545 Advanced Stage Lighting Design (3:2:3). Pr. 376 and admission to appropriate degree program or permission of instructor.
Advanced problems of stage lighting design; lighting equipment application and innovation.

546 Theatrical Sound Design and Technology (3:3). Pr. 122 or 123 or permission of instructor and admission to appropriate degree program.
An introduction to the theory, aesthetics, and technology of theatrical sound design.

547 Multi-Set Design Techniques (3:1:6). Pr. 375 and admission to appropriate degree program or permission of instructor.
Preparation of designs and solving of production problems of multiset plays in relation to various stage forms.

549 Historical Costume Pattern Drafting and Draping (3:1:6). Pr. 365, 366, and admission to appropriate degree program or permission of instructor.
Theory and practice in costume construction; basic pattern-making techniques for stage costumes.

550 Stage Millinery and Accessories (3:1:4).
Historical millinery and accessories in relation to stage adaptation; design and construction techniques. Pr. 365 or permission of instructor.

565 Broadcasting/Cinema and Theatre Field Studies (1-3:3). • May be repeated for up to 4 credit hours.
Guided off-campus study in the Broadcasting/Cinema and Theatre disciplines. Travel required. Site and topic will vary from semester to semester.

579 Theatre Management (3:3). Pr. drama major, and admission to appropriate degree program or permission of instructor.
Theatre organization and operation. Practical problems of financing, promoting, and staffing various theatre programs.

580, 581, 582 Theatre History I, II, III (3:3), (3:3), (3:3).
Specific conditions under which the great plays of the world have been produced. First semester: the beginnings to 1600; second semester: 1600-1850; third semester: 1850 to the present. *[FA, CFA - COM 582 only]*

583, 584 Period Styles of Stage Decor I, II (3:3), (3:3). Pr. Admission to BFA, MFA design program or permission of instructor.
First semester: Architectural styles and decoration from Antiquity to the Renaissance. Second semester: Architectural styles and decoration from the Renaissance to the present.

585 Advanced Radio-TV-Film Production (3:2:3). Pr. 300, 392 or 393, and permission of instructor or graduate standing.
Advanced application of principles and techniques of radio, television, or film production. (Production Course).

586 Non-Western Theatre. (3:3).
Theatre and dramatic literature in India, China, Japan, and Africa. *[NW, CNW]*

588 Documentary Production (3:2:3). Pr. 300, 391 or 403, 392 or 393, or graduate standing.
Documentary construction, research, planning and production techniques. Further development of video production skills in supervised laboratory project. (Production Course).

590 Acting V (3:1:4). Pr. 351 and 352, and admission to appropriate degree program or permission of instructor.
Practical application of Stanislavski's Method of Physical Action. Advanced scene study and role preparation with emphasis on the plays of Chekhov, Shaw, Ibsen, Strindberg, and American neoclassic dramatists.

592 Period Acting I (3:1:4). Pr. 251, 252, and ENG 227 and admission to appropriate degree program or permission of instructor.
Study and practice of Shakespearean acting styles. Performance emphasizing manners, movement, and vocal delivery of the Elizabethan period.

594 Applied Summer Theatre II (1-4:0:3-12). Pr. 256 and admission to appropriate degree program or permission of instructor.
Intensive experience in one or more areas of summer theatre production.

596 Creative Dramatics for School and Community (3:2:2). Pr. admission to appropriate degree program or permission of instructor.
Research and literature for creative dramatics for children, ages five through 14. Practice in leading groups of children in creative dramatics.

597 Puppetry (3:2:2). Pr. admission to appropriate degree program or permission of instructor.
Scope and development of puppetry throughout the world. Practical experience in the design, making, and performing of puppets.

598 Children's Theatre for School and Community (3:2:2). Pr. admission to appropriate degree program or permission of instructor.
Research and literature of children's theatre; methods of producing plays with children in school and community situations.

599 Acting for the Camera (3:2:2). • For advanced undergraduates and graduate students in Theatre. Pr. admission to appropriate degree program or permission of instructor.
Practical experience in camera technique for actors in dramatic film and television production.

For Graduate Students Only

600 Introduction to Graduate Study (3:3).
618 Writing Short Scripts (3:3).
620 Seminar in Cine-Video Analysis (3:3).
621 Seminar in Lighting (3:3).
622 Seminar in Design (3:3).
623 Costume Design Seminar. (3:3).
624 Advanced Cinematography (3:3).
625 Seminar in Broadcasting-Film (3:3).
636 Directing for the Camera (3:3).
639 Applied Play Directing (3:1:4).
641 Advanced Play Directing (3:3).
642 Directing Period Plays (3:3).
643 Directing Seminar (3:3).
644 Studies in Acting (3:3).
645 Advanced Dynamics I (1:0:3).
646 Advanced Dynamics II (1:0:3).
650 Independent Study (1 to 3).
675 Client-Based Film and Television Productions (3:0:6).
678 Graduate Practicum in Film/Video (3:0:9).
680 Graduate Practicum in Theatre (3:0:9).
681 Contemporary Acting II (3:1:4).
682 Period Acting II (3:1:4).
690 Stage Dialects (3:3).
691 Advanced Experimentation (3:1:4).
693 Classical Rhetoric (3:3).
694 Modern Rhetorical Theory and Criticism (3:3).
695 Master Production in Theatre (3:0:9).
696 Advanced Creative Drama (3:3).
697 Master Production in Film/Video (6:0:18).
699 Thesis (3 to 6).
800 Graduate Registration (0).

DEPARTMENT OF CHEMISTRY

221 Petty Building

Michael Farona, Professor and Head of Department

Professors Barborak, Herman, Jezorek, Knight, Miller, Nile; Associate Professors Banks, Walsh; Assistant Professors Haddy, Johnston; Laboratory Assistants Burnes, Katsikas

The Department of Chemistry offers programs leading to either the Bachelor of Arts or the Bachelor of Science degrees at the undergraduate level and the Master of Science and Master of Education degrees at the graduate level. The Department of Chemistry is included on the list of schools which have been accredited by the American Chemical Society. Students who follow the program leading to the B. S. degree are certified to the Society upon graduation as having met its rigorous requirements for undergraduate professional training in chemistry.

Students who elect chemistry as a major include those planning to work directly in the chemical industry on completion of the undergraduate degree; those planning to continue their studies at the advanced level and then enter either industrial or academic research and teaching; those preparing to teach at the secondary level; those preparing for professional training in medicine and dentistry; and those who will use their training in chemistry as a background to undertake work in related fields such as business, technical sales, and textiles. Many of our majors take considerable work in related programs, which include earning a minor, or in some cases a double major, in areas such as biology, economics, mathematics, physics, or textiles.

One of the features of our undergraduate program which we particularly emphasize is the opportunity for students to engage in undergraduate research. Many of our majors do so, principally in their junior and senior years, and this provides excellent training for those who intend to continue their studies at the graduate level. We encourage undergraduate chemistry majors, particularly those planning to enter teaching as a career, to work as teaching assistants in our lower level laboratory courses. This provides valuable training as well as financial assistance.

Students seeking teacher certification should see "Teacher Education," Chapter 6.

CHEMISTRY MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours

The Chemistry Major (BA), while less specialized than the BS program, provides sound training in chemistry. It offers fine preparation for those planning to enter medicine or dentistry, secondary school teaching, or various vocations within the chemical industry. In fact, by electing some additional courses in chemistry beyond the minimum required, the student may prepare for graduate work under this program as well as under the BS. While this program allows a more flexible arrangement of schedules, the student should work closely with a chemistry advisor to be certain that the proper sequence of chemistry and related area courses is taken with regard to the prerequisites.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for

a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 semester hours in chemistry above the 100-level.

1. CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 372, 501 (audit), 502, 461 or 506
2. Two courses from among CHE 442, 531, 556, and 581

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Only Chemistry courses in which grades of C- or better are earned will be counted toward the major.

Related Area Requirements

1. MAT 191, 292
2. PHY 101, 102 or 291, 292

Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced courses in mathematics are advised. Additional chemistry courses, up to 36 hours above the 100 level, may be taken.

Teacher Licensure

Additional requirements for teacher licensure, beyond the Chemistry Major (BA), are listed in Chapter 6. In addition, students must take 6-8 credits in biology and/or earth science chosen from the following:

a. BIO 111, 112

b. GEO 103 and one or more of GEO 111, 205, 311, 314. CHE 252 is also recommended.

CHEMISTRY MAJOR (BACHELOR OF SCIENCE)

Required: 122 semester hours

The Chemistry Major (BS) differs from the BA in requiring additional advanced courses in chemistry and/or related sciences. It provides very thorough undergraduate training in chemistry and an excellent background for students planning to undertake graduate work or to enter the chemical industry. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled the Society's requirements for undergraduate professional training. German is strongly recommended as the foreign language choice. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 34 semester hours in chemistry above the 100 level.

CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 372, 442, 461, 462, 463, 464, 501 (audit), 502, 531, 533, 581

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Only Chemistry courses in which grades of C- or better are earned will be counted toward the major.

Related Area Requirements

1. MAT 191, 292
2. PHY 291, 292
3. At least two courses selected from: CHE 320, 491, 492, 493, 494, 536, 553, 556, 570; BIO 535, 536, 538; CSC 230, 322; MAT 293, 311, 340, 390, 394; PHY 321, 323, 325, 327, 512, 513, 521

Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced mathematics courses are advised. Additional chemistry courses, up to 42 hours above the 100 level, may be taken.

CHEMISTRY MINOR

A student may earn a minor in chemistry by completing a minimum of 19 semester hours in chemistry of which not more than 8 semester hours may be applied from introductory level courses (CHE 103, 104, 106, 110, 111, 112, 114, and 115.)

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BS IN CHEMISTRY AND MS IN CHEMISTRY

The accelerated program in Chemistry provides the opportunity for a student with strong preparation in chemistry to complete a BS in Chemistry (122 hours) within a four-year period and to shorten the time required to finish the Master of Science degree in Chemistry.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Chemistry as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BS in Chemistry/MS in Chemistry

A. College Liberal Arts Component (61 hours max)	Hours	Hours reduced by courses meeting more than one requirement
See additional CLER area requirements and available AP credit on p. 76.	36-48	

	Special CLER area requirement for this program:		
	Mathematics (MT)— *required: MAT 191 (see C below)*	3	-3
	Natural Science (NS)— *required for the CPS component: CHE 114, PHY 291 (see C below)*	9-10	-7
	Maximum hours	48-61	
	Total Hours (reduced)	**38-51**	**(-10)**
B.	**Chemistry Major (BS) Requirements (42 hours)**		
1.	CHE 111, 112, 114 (meets part of CLER NS/CPS requirement), 115	8	
2.	CHE 242, 331, 333, 351, 352, 354, 371, 442, 461, 462, 463, 464	27	
4.	CHE 501, 502	1	
5.	CHE 531, 533, 581	6	
	Total hours	**42**	
C.	**Related Requirements (22 hours)**		
1.	MAT 191 (meets CLER MAT requirement), 292	6	
2.	PHY 291 (meets part of CLER NS/CPS requirement), 292	8	
3.	Science electives (Senior year)	6-8	
	Total hours	**20-22**	
	Total Undergraduate Requirements (maximum)	**115**	
D.	**Other Undergraduate Electives**	7	
	TOTAL UNDERGRADUATE SEMESTER HOURS	**122**	
E.	**Related Requirements for MS in Chemistry (30 hours)**		
	Senior Year (6 hours)		
	CHE 501, 553 (Fall)	3	
	CHE 502, 632 (Spring)	3	
	Summer (3 hours)		
	Approved BIO or CHE elective	3	
	Graduate or 5th Year (19 hours)		
	CHE 641, 661, approved BIO or CHE elective (Fall)	9	
	CHE 680, 699 (Spring)	6-12	
	TOTAL MS SEMESTER HOURS	**30**	

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN CHEMISTRY AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in Chemistry/Business Administration provides the opportunity for a student to complete a BA in Chemistry (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Chemistry as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in Chemistry/MBA in Business Administration

	A. College Liberal Arts Component (61 hours max)	**Hours**	**Hours reduced by courses meeting more than one requirement**
	See additional CLER area requirements and available AP credit on p. 76.	35-48	
	Special CLER area requirement for this program:		
	Mathematics (MT)— *required: MAT 191 (see C below)*	3	-3
	Natural Science (NS)— *required for the CPS component: CHE 111, PHY 101 (see B & C below)*	9-10	-7
	Social and Behavioral Sciences (SB)— *required ECO 201 (See D below) and two other SB courses*	9	-3
	Maximum hours	**48-61**	
	Total Hours (reduced)	**48**	**(-13)**
B.	**Chemistry Major (BA) Requirements (32-33 hours)**		
1.	General Chemistry: CHE 111 (meets part of CLER NS/CPS requirement), 112, 114, 115	8	
2.	Inorganic Chemistry: CHE 242	2	
3.	Quantitative Analysis: CHE 331, 333	4	
4.	Organic Chemistry: CHE 351, 352, 354	8	
5.	Seminar: CHE 501, 502	1	
6.	Physical Chemistry: CHE 461 or 506	4	
7.	Two courses from: CHE 442, 531, 556, 581	5-6	
	Total hours	**32-33**	
C.	**Related Requirements (14 hours)**		
1.	Calculus: MAT 191 (meets CLER MAT requirement), 292	6	
2.	Physics: PHY 101 (also meets part of CLER NS/CPS requirement), 102 or 291, 292	8	
	Total hours	**14**	
D.	**MBA Prerequisites (18 hours)**		
1.	ISM 110 (prerequisite for ECO 250)	3	
2.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
3.	ACC 201, 202	6	
	Total hours	**18**	

Total Undergraduate Requirements	**112-113**
D. Other Undergraduate Electives	**9-10**
TOTAL UNDERGRADUATE SEMESTER HOURS	**122**
E. Related Requirements for the MBA (43.5 hours)	
Senior Year (7.5 hours)	
MBA 601, 604 (Fall)	3.0
MBA 605, 606, 607 (Spring)	4.5
Summer Following Senior Year (4.5 hours)	
Internship and 4.5 credits	4.5
Graduate or 5th Year (24 hours)	
Required foundation and strategic management level requirements; electives	24.0
Summer (3 hours)	
Remaining required and elective courses	7.5
TOTAL MBA SEMESTER HOURS	**43.5**

CHEMISTRY COURSES (CHE)

For Undergraduates

103 General Descriptive Chemistry I (3:3). • Not open to students who have already taken 111. CHE 110 must be taken concurrently unless student takes CHE 104 or CHE 111 later.
Introductory course for students whose programs require only one year of college chemistry. Among the topics introduced are states of matter, atomic and molecular structure, nuclear chemistry, stoichiometry, and solutions. *[NS, CPS].* (FA)

104 General Descriptive Chemistry II (3:3). CHE 110 must be taken concurrently unless taken with CHE 103.
Applications of the principles introduced in 103 to representative inorganic, organic, and biological systems. Topics include equilibrium, acid-base chemistry, and introductory organic and biochemical concepts. Pr. 103 or permission of instructor. *[NS, CPS].* (SP)

106 Introductory Chemistry (3:3). • For elementary education, business, and liberal arts majors. Not open to students who have already taken 111 or 103. CHE 110 is recommended.
Nonquantitative survey of fundamentals of measurement, molecular structure, reactivity, and organic chemistry; applications to textiles, environmental, consumer, biological, and drug chemistry. *[NS, CPS].* (FA,SP)

110 Introductory Chemistry Laboratory (1:0:3). To be taken concurrently with either 103 or 104. Also may accompany 106. Elementary and middle school education students must enroll in special sections.
Designed to acquaint non-science chemistry students with basic laboratory practices. *[NS, CPS].* (FA,SP)

111 General Chemistry I (3:3). Pr. one year of high school chemistry. Students who lack high school chemistry should take the sequence 103, 111, 114. All students must take 112 concurrently unless they have previous credit for an equivalent course.
Fundamental principles of chemistry, including stoichiometry, atomic structure, and states of matter. *[NS, CPS].* (FA,SP)

112 General Chemistry I Laboratory (1:0:3). CHE 111 must be taken concurrently.
Laboratory work to accompany 111. *[NS, CPS].* (FA,SP)

114 General Chemistry II (3:3). • Designed primarily for science majors and is the prerequisite to upper level courses in chemistry. Pr. 111, 112. All students must take 115 concurrently unless they have previous credit for an equivalent course.
Continuation of 111 with attention to ionic equilibria, elementary kinetics and thermodynamics, acid-base theory, coordination chemistry, and electrochemistry. *[NS, CPS].* (FA,SP)

115 General Chemistry II Laboratory (1:0:3). Pr. 112 or equivalent. CHE 114 must be taken concurrently.
Laboratory work to accompany 114. Includes semimicro qualitative analysis and ionic equilibria experiments. *[NS, CPS].* (FA,SP)

205 Introductory Organic Chemistry (3:3). Pr. 104, 110; or 114, 115. All students must take 206 concurrently unless they have previous credit for an equivalent course. • Students cannot receive credit for both 205 and 351.
A course in organic chemistry designed for students whose programs require only one semester in this area. (FA)

206 Introductory Organic Chemistry Laboratory (1:0:3). Pr. 205 concurrently.
Laboratory work to accompany 205. (FA)

242 Inorganic Chemistry (2:2). Pr. 114, 115.
Introduction to descriptive inorganic chemistry, including oxidation-reduction, electrochemistry, acid-base and coordination chemistry. Farona, Nile, Walsh. (FA)

252 Chemistry and the Human Environment (3:3). Pr. 104, 106, or 114 or permission of instructor.
Study of chemical problems central to current technological, biomedical, and environmental issues. Topics include energy alternatives, food chemicals, environmental chemistry, molecular basis of drug action, and consumer products. (SP)

320 Chemistry in Industry (2:2). Pr. 205 or 352 (the latter may be taken concurrently).
Broad coverage of the roles played by chemistry, chemists, and chemical engineers in industry, including discussions of management, research, development, production, sales, and patents. Government agencies, economic considerations, professional societies, and employment practices also explored. Some material presented by experts from local industry. (Not offered every year.)

331 Quantitative Analysis (3:3). Pr. 114, 115. All students must take 333 concurrently unless they have previous credit for an equivalent course.
Introduction to the theory and practice of volumetric and gravimetric methods of analysis. Herman, Jezorek, Walsh. (FA)

333 Quantitative Analysis Laboratory (1:0:4). Pr. 331 concurrently. • Both 331 and 333 must be passed in order to obtain credit for either course.
Laboratory work to accompany 331. Herman, Jezorek, Walsh. (FA)

351 Organic Chemistry I (4:4). Pr. 114, 115.
Chemistry of aliphatic and aromatic compounds with attention to reaction mechanisms and synthetic applications, and the application of spectroscopy to structure determination. Banks, Barborak, Johnston, Knight. (FA)

352 Organic Chemistry II (3:3). Pr. 351. All students must take 354 concurrently unless they have previous credit for an equivalent course.
Continuation of 351 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids, carbohydrates, and organic spectroscopy. Banks, Barborak, Johnston, Knight. (SP)

354 Organic Chemistry II Laboratory (1:0:4). Pr. 352 concurrently.
Laboratory work to accompany 352. Includes basic techniques of organic laboratory practice plus preparations involving representative reactions. Barborak, Johnston, Knight, Banks. (SP)

371 Chemical Literature (1:1). Pr. 242, 351.
Instruction in use of the literature of chemistry. Reading knowledge of German helpful.

372 Introduction to Laboratory Methods (2:2). Pr. 104 or 114, 351 or 205.
An introduction to the practical skills of laboratory work, to include safe handling and disposal of chemicals, laboratory practice and equipment, data handling, chemical literature, and searching for chemical information. Walsh. (SP).

442 Advanced Inorganic Chemistry I (3:3). Pr. 242, 461, or 506 (may be taken concurrently).
Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. Farona, Nile, Walsh. (FA)

461 Physical Chemistry I (4:4). Pr. MAT 292 and PHY 292.
Chemical thermodynamics and equilibrium processes covered, including phase equilibria, thermodynamics of solutions and electrochemistry. Miller, Haddy. (FA)

462 Physical Chemistry II (3:3). Pr. 461.
Subject material deals with microscopic world including introductions to quantum mechanics, molecular spectroscopy, statistical thermodynamics, and kinetics. Miller, Haddy. (SP)

463 Physical Chemistry I Laboratory (1:0:4). Pr. 331, 333, 461 (preferably taken concurrently with 462).
Laboratory work related to 461 with emphasis on mathematical treatment of experimental data and communication of results in report form. (SP)

464 Physical Chemistry II Laboratory (1:0:4). Must be taken concurrently with 462 and 463.
Additional laboratory work primarily in kinetics and the determination of molecular structure. This is a writing emphasis course. (SP)

491, 492 Independent Study (1 to 3), (1 to 3). Pr. two years of chemistry and permission of department head and instructor under whom student wishes to work.
Directed program of independent study and research for the qualified student. (FA-491; SP-492)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

501, 502 Chemistry Seminar (0:0), (1:1). Pr. 372, senior standing. • Students will audit 501 and receive credit for 502.
Oral reports and discussion of topics from the current literature of chemistry by students, staff, and guest lecturers. (FA,SP)

506 Introductory Physical Chemistry (4:4). Pr. two semesters of chemistry beyond general chemistry, MAT 191, one year of physics. • Credit for an undergraduate degree cannot be received for both 506 and 461.
Concepts basic to chemical kinetics, equilibrium, energetics, spectroscopy, solution phenomena, electrochemistry, and colloidal behavior with applications to biological systems. Miller, Haddy. (SP)

531 Instrumental Analysis (3:3). Pr. 331, 333, 352 (may be taken concurrently), PHY 102 or 292.
Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis. Herman, Jezorek. (SP)

533 Instrumental Analysis Laboratory (1:0:4). Pr. 531 concurrently.
Laboratory work to accompany 531. Herman, Jezorek. (SP)

536 Computers in Chemistry (3:3). Pr. two semesters of chemistry beyond general chemistry; one semester of calculus; one year of physics; one semester of programming in a higher level language; or permission of instructor.
Introduction to analysis of chemical data and control of chemical instruments with digital computers. Designed primarily for chemistry majors but may be taken by other interested science majors. Herman.

553 Advanced Organic Chemistry I (3:3). Pr. 352.
Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. Banks, Barborak, Johnston, Knight. (FA)

556 Biochemistry (3:3). Pr. 352; 461 or 506.
Biochemistry presented from a chemical perspective. Topics covered include the structure of biomacromolecules, enzyme mechanisms, metabolic pathways, and biochemical genetics. Banks. (SP)

570 Advanced Special Topics in Chemistry (1 to 3). Pr. Permission of instructor.
Studies at an advanced level dealing with specialized areas of chemistry in which there is special expertise among departmental faculty. Areas of offering to be identified as follows: 570a, Analytical; 570b, Biochemistry; 570c, Inorganic; 570d, Organic; 570e, Physical.

581 Synthetic Techniques (2:0:8). Pr. 242, 352, 354, 371.
Theoretical discussion and laboratory practice in modern methods of synthesis in the areas of organic and inorganic chemistry. Emphasis given to regions of overlap such as organometallic chemistry. Areas covered include high temperature and high pressure reactions, photochemistry, reaction kinetics, inert atmosphere reactions, microtechniques, and the use of modern instrumentation to determine product structure. Banks, Barborak, Knight, Nile, Walsh. (FA)

For Graduate Students Only

604 Advanced Polymer Chemistry (3:3).

632 Advanced Analytical Chemistry (3:3).

641 Advanced Inorganic Chemistry II (3:3).

652 Advanced Organic Chemistry II (3:3).

661 Advanced Physical Chemistry I (3:3).

662 Advanced Physical Chemistry II (3:3).

670 Advanced Special Topics in Chemistry (1 to 6). 670a Analytical, 670b Biochemistry, 670c Inorganic, 670d Organic, 670e Physical.

680 Research Problems in Chemistry (1 to 6). 680a Analytical, 680b Biochemistry, 680c Inorganic, 680d Organic, 680e Physical.

699 Thesis Research in Chemistry (6).

800 Graduate Registration (0).

Department of Classical Studies

237 McIver Building

Jeffrey S. Soles, Associate Professor and Head of Department

Associate Professor Shelmerdine; Assistant Professors Parker, Wharton; Lecturers Danford, Thurmond

The Department of Classical Studies provides a comprehensive approach to the study of the ancient Greek and Roman world. The Department believes that students should have a solid foundation in the language, history, and culture of Greek and Roman civilization. To this end, the program is designed to ensure that all students gain proficiency in the Greek or Latin language, as well as a broad understanding of Classical literature in its cultural and historical context, the influence of Graeco-Roman civilization on the conceptions and values of Western civilization, and the methods of critical inquiry which are central to the discipline of Classical Studies.

The Department offers a wide variety of courses in English on mythology, archaeology, literature and culture, as well as courses in ancient Greek and Latin at all levels. Courses with a CCI prefix require no knowledge of either language; GRK courses require reading of texts in Greek and LAT courses require reading of texts in Latin. The following departmental courses also satisfy AULER categories as designated: CCI 201, 202, 211, 212, 323 (Historical Perspectives on Western Culture); CCI 205, 305, 306, 321, 324, 325 (World Literature).

Students also have an opportunity in the summer to visit Athens, Rome, and other parts of the Classical world, to participate in archaeological excavation, and to earn semester hours of credit through CCI 393, 394, 401, or 450; GRK 393, 394; LAT 393, 394; or through Study Abroad Programs.

Classical Studies Major (Bachelor of Arts)

Required: 122 semester hours

The Department offers a BA in Classical Studies, with four distinct concentrations in **Greek Language and Literature, Latin Language and Literature, Classical Civilization, and Classical Archaeology.** All four concentrations offer a broad liberal arts experience which provides an excellent foundation for a variety of careers including law, business, government, journalism, and teaching.

The Greek Language and Literature and the **Latin Language and Literature** concentrations are designed to ensure a solid preparation in the chosen language and to acquaint students with those works which form the origin of European literature, history, and philosophy. These concentrations prepare students for graduate work in the Classical languages and literature and for secondary school language teaching.

The Classical Civilization and **Classical Archaeology** concentrations provide a solid and wide-ranging background for understanding the origin and development of our Western ideas, values, languages, institutions, attitudes, and art. The **Classical Civilization** concentration is an excellent second major, particularly for those interested in any area of primary or secondary school teaching. The **Classical Archaeology** concentration is intended especially for students wishing to pursue graduate work in Classical Archaeology. Students interested in other areas of archaeology should also consider the Special Program in Liberal Studies in Archaeology (pp. 387-388).

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 hours above the 100-level distributed as follows in one of the four possible concentrations. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. Students must have at least a 2.0 GPA for courses in the major:

1) **Greek Language and Literature**
   a) 15 hours in Greek language above the 100 level: any course with a GRK prefix except GRK 150
   b) 6 hours in literature in translation to be chosen from CCI 201, 202, 205, 206, 305, 306, 321, 324, 325, 405
   c) 3 hours in Greek archaeology or history to be chosen from CCI 211, 313, 314, 323, 351 (or HIS 351), 353 (or HIS 353)
2) **Latin Language and Literature**
   a) 15 hours in Latin language above the 100 level: any course with a LAT prefix, except LAT 101 and 102
   b) 6 hours in literature in translation to be chosen from CCI 201, 202, 205, 206, 305, 306, 321, 324, 325, 405
   c) 3 hours in Roman archaeology or history to be chosen from CCI 212, 314, 323, 354 (or HIS 354), 355 (or HIS 355)

   For "A" licensure students, the following additional courses may be counted in category c) when necessary (due to scheduling difficulties): CCI 211, 313, 351, 353
3) **Classical Civilization**
   a) 12 hours in either Greek or Latin above the 100 level: any course with a GRK prefix, except GRK 150; or any course with a LAT prefix, except LAT 101 and 102
   b) 12 hours in civilization from courses in literature in translation, archaeology, and ancient history
4) **Classical Archaeology**
   a) CCI 211, CCI 212 (6 hours)
   b) 6 hours to be chosen from CII 312, 313, 314
   c) 9 hours in classical literature in translation or ancient history to be chosen from CCI 201, 202, 205, 206, 305, 306, 321, 323, 324, 325, 351 (or HIS 351), 353 (or HIS 353), 354 (or HIS 354), 355 (or HIS 355), 405
   d) 3 hours in either Greek or Latin at the intermediate level: GRK 203 or 204 or LAT 203 or 204

Under special circumstances and with the permission of the Department Head, some substitutions for required courses may be allowed.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Classical Studies as a Second Major

Required: 24 semester hours.

See the description of major requirements listed above. The **Classical Civilization** concentration is particularly recommended for students in the Teacher Education program who need a second major and are satisfying their language requirement by taking Greek or Latin. Students seeking Middle Grades certification in Language Arts must also take ENG 321, 322.

Classical Studies Minor

Required: 15-21 semester hours.

The **Classical Studies Minor** complements majors in a variety of fields including anthropology, art, English, foreign languages, history, philosophy, and religious studies. Requirements are flexible enough to permit students to develop and extend their major plan of study. The minor consists of 15 to 21 hours in courses above the 100 level to be worked out with the department advisor as best suited to each student's academic program.

Teacher Licensure in Latin

The Department of Classical Studies cooperates with the School of Education to prepare students for teaching Latin at the secondary level. The aim of the departmental program is threefold:

1) to promote proficiency in Latin by providing courses which focus on grammatical analysis and reading of Latin texts with understanding, and which cover a range of genres and authors;
2) to make available a full variety of courses in literature, civilization, and advanced language training to ensure students a broad base of cultural and linguistic experiences;
3) to promote an understanding of and appreciation for the Classical foundations of the Western tradition.

Students seeking teacher licensure in Latin are required to take a minimum of 27 semester hours distributed as follows:

1) 15 hours in Latin above the 100 level.
   * 3 hours in Greek may be counted towards this requirement.
2) 3 hours in Latin Grammar and Composition (LAT 431)
3) 6 hours in Classical Literature in translation
4) 3 hours in Classical archaeology or history (Roman recommended)

In addition, students must meet additional requirements in General and Professional Education (see "Teacher Education," Chapter 6). For further information concerning these requirements students should consult with their advisor from the Department of Classical Studies.

Classical Civilization Courses (CCI)

Courses in English Translation
No knowledge of Greek or Latin required.

For Undergraduates

201 Introduction to Classical Civilization: The Greeks (3:3).
Introduction to Greek civilization from its beginnings to the Hellenistic age. Lectures and discussion will focus on the development of Greek literature, thought, and art in the context of society. *[HP, CHP-CPM].*

202 Introduction to Classical Civilization: The Romans (3:3).
Introduction to Roman civilization from its beginnings to the Roman Empire. Lectures and discussion will focus on the development of Roman literature, thought, and art in the context of society. *[HP, CHP-CPM].*

205 Mythology (3:3).
Great myths of the world with emphasis on their literary and artistic representations. Greek and Roman mythologies stressed; Norse and other myths included when possible. Only primary sources read. *[WL, CWL].*

206 Classical Origins of the English Language (3:3).
Analysis of Greek and Latin prefixes, stems, and suffixes used in English. Emphasis on the history of beliefs, institutions, and traditions reflected in the Greek and Latin elements.

209 The Ancient World (3:3).
Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. (Same as HIS 220).

211 Introduction to Classical Archaeology (Greece) (3:3).
Archaeological consideration of the Mycenaean, Archaic, Classical, and Hellenistic periods of Greek civilization. *[HP, CHP-CPM].*

212 Introduction to Classical Archaeology (Rome) (3:3).
Archaeological consideration of the Italian Peninsula with emphasis on the Etruscan sites and Rome. *[HP, CHP-CPM].*

305 Classical Tragedy (3:3).
Study of Greek tragedians of Athens in the fifth century and their subsequent influence on later literature. Readings from Aeschylus, Sophocles, Euripides, and Seneca. *[WL, CWL].*

306 Classical Comedy (3:3).
Study of Greek comedy in the fifth and fourth centuries and its subsequent influence on later literature. Readings from Aristophanes, Menander, Terence, and Plautus. *[WL, CWL].*

312 The Art and Archaeology of Egypt (3:3).
Introduction to the archaeology of Egypt, emphasizing the relations between Egypt and the Aegean in the Bronze Age.

313 Archaeology of the Aegean (3:3).
Introduction to the Minoans and Mycenaeans. The archaeology of the Aegean Islands, Crete, the coast of Asia Minor, including Troy, and the mainland of Greece in the Bronze Age.

314 Ancient Cities (3:3).
Introduction to the great cities of the past, emphasizing the physical design of those cities, especially as it reflects changing political and social structures.

321 The Archaic Age (3:3).
Study of the Greek Archaic period, from the end of the Homeric Age to the dawn of the Classical era. Focus on literature, art, and religion within their social context. *[WL, CWL].*

323 The World of Alexander the Great. (3:3).
An introduction to the Hellenistic period of Greek civilization, emphasizing its art and architecture, its religion and literature in their historical context. *[HP, CHP-CPM].*

324 The Age of Cicero (3:3).
Introduction to Roman literature and society in the first century B.C. Focus on the development of the genres of Latin literature and the relationship between politics and literature. *[WL, CWL].*

325 The Age of Augustus (3:3).
Introduction to Roman literature and society during the reign of Augustus. Focus on the development of Latin epic poetry, historical writing, and elegy, and the relationship between authors and Emperor. *[WL, CWL].*

351 History of Greece, 2000-31 B.C. (3:3).
Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization. (Same as HIS 351.).

353 Athens in the Fifth Century B.C. (3:3).
Study of the social and political history of Athens in the fifth century B.C. Pr. 209 or 351 or permission of instructor. (Same as HIS 353.)

354 The Roman Republic, 754 B.C.-44 B.C. (3:3).
Study of the social and political forces that led to Rome's conquest of the Mediterranean World and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean, and the decline of the Republic. (Same as HIS 354.)

355 The Roman Empire, 44 B.C-337 A.D. (3:3).
Survey of politics and society at Rome under the Empire, when Rome dominated Western Civilization. Topics covered include: Augustus and the rise of one-man rule at Rome, the long "Roman Peace" and the civilizing of Europe under the Emperors, the rise of Christianity, and the transformed Empire of Constantine the Great. (Same as HIS 355.)

393, 394 Classical Studies Abroad (3:3), (3:3). Pr. permission of department.
Extensive reading in Greek and Latin literature in translation, ancient history and archaeology, selected in accordance with student needs. For students participating in foreign study programs.

397 Comparative Studies in World Epics (3:3).
Major world epics in translation including the following works in whole or in part: Gilgamesh, Iliad, Odyssey, Aeneid, Chanson de Roland, Divine Comedy, Jerusalem Delivered, Beowulf, Joyce's Ulysses.

398 Comparative Studies in World Drama (3:3).
Greek, Latin, and modern plays in translation: representative plays from Aeschylus through Euripides, Seneca, Terence, Racine, O'Neill, Cocteau, Anouilh, et al.

401 Archaeological Practicum (1 to 3). May be repeated for credit.
Participation in the department's archaeological work in Greece and opportunity to learn the field methods of classical archaeology firsthand.

405 Advanced Studies in Mythology (3:3). Pr. CCI 205 or permission of the instructor.
Study of selected myths from Greece, Rome, and comparative cultures. Focus on original literature, supplemented by ancient and modern critical works. Topics will vary; see description for each term.

450 Internship in Classical Studies (1 to 6). Pr. consent of department head. • May be repeated once, for a maximum of 12 hours credit, with the provision that no more than 6 hours may be taken in the same country.
Supervised field experience in museums or institutes devoted to the study of Ancient Greece or Rome and/or visitation of classical sites.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

501 Independent Study (1 to 3). Pr. permission of instructor.
Directed program of reading, research, and individual instruction in Classical Studies. May be repeated for credit for up to 6 hours.

502 History of Latin Literature (3:3). Pr. Permission of instructor.
A survey of Latin literature in English translation from the third century B.C. to the beginnings of the Middle Ages.

512 The Archaeology of Roman Daily Life (3:3). Pr. permission of instructor.
Study of Roman daily life and the evidence form archaeology and ancient literature for daily life.

541 Ancient World: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions. (Same as HIS 541)

For Graduate Students Only

605 Mythology in Art and Literature (3:3).

Greek Courses (GRK)

These courses require the reading of texts in Greek.

For Undergraduates

150 Applied Modern Greek (1:1). Pr. open to all students with instructor's permission. • May be repeated for credit up to 4 semester hours. • Grade: Pass/Not Pass (P/NP). • Will NOT satisfy foreign language requirement.
Training in spoken demotic Greek.

201, 202 Elementary Greek (3:3), (3:3). Pr. 201 prerequisite to 202.
Introduction to ancient Greek. Two semester sequence includes essentials of grammar and reading of selections from Xenophon, Plato, New Testament and others. Emphasis on understanding principles of grammar and developing skills for reading Greek. GRK 201 offered every fall.

203, 204 Intermediate Greek (3:3), (3:3). Pr. a grade of C- or better in GRK 202, or permission of instructor; 203 prerequisite to 204.
Designed to develop proficiency in the reading of ancient Greek and introduce students to Greek literature. Fall semester: Prose (Plato, Herodotus, etc.) Spring semester: Poetry (Homer or Greek tragedy). *[CFL].*

303, 304 Greek Drama (3:3), (3:3). Pr. 204, or permission of instructor.
Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes.

311 The Greek Orators (3:3). Pr. 204, or permission of instructor.
Selections from the works of Greek orators; emphasis on Antiphon, Lysias, Isocrates, and Demosthenes.

312, 313 Greek Historical Writers (3:3), (3:3). Pr. 203, 204 previously or taken concurrently.
Selections from the works of the Greek historians; emphasis on Herodotus and Thucydides.

331 The New Testament (3:3). Pr. 204, or permission of the instructor.
Selections from the New Testament.

341 Homer (3:3). Pr. 204, or permission of instructor.
Selections from Iliad and Odyssey.

350, 351 Special Topics in Greek Studies (3:3), (3:3). Pr. 203, 204. Student should consult instructor before registering for course.
Opportunity for students to work individually or in small groups on problems of special interest in Greek literature or language. Work may represent either survey of a given field or intensive investigation of particular problem.

393, 394 The Study of Greek Abroad (3:3), (3:3). Pr. 204 and permission of department.
Extensive reading in Greek literature selected in accordance with student needs. For students participating in foreign study programs.

401 The Greek Epic (3:3). Pr. 204, or permission of instructor.
Selections from the works of Homer, Hesiod, and Apollonius of Rhodes.

403 Greek Lyric Poetry (3:3). Pr. 203, 204 completed or taken concurrently.
Survey of Greek lyric poetry with emphasis on Sappho and Alcaeus; the pastoral poetry of Theocritus, Bion, and Moschus.

405 Hellenistic Poetry (3:3). Pr. 204, or permission of instructor.
Selections from Hellenistic poetry; emphasis on Callimachus and Theocritus.

421 The Greek Philosophers (3:3). Pr. 204, or permission of instructor.
Selections from the Presocratics, Plato, Aristotle, and representatives of the Hellenistic schools.

450 Seminar in Greek Studies (3:3). Pr. 204, or permission of instructor.
Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

501 Independent Study (1 to 3). Pr. permission of instructor. • May be repeated for up to 6 hours credit.
Directed program of reading, research, and individual instruction in Greek language and literature.

550 Topics in Greek Studies (3:3). Pr. permission of instructor. • May be repeated once for credit when topic varies.
Studies in selected topics in Greek literature or language, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme.

Latin Courses (LAT)

These courses require the reading of texts in Latin.

For Undergraduates

101,102 Elementary Latin (3:3), (3:3). Pr. 101 prerequisite to 102.
Introduction to Latin. Two semester sequence includes essentials of grammar and selected readings. Emphasis on understanding principles of grammar and developing skills for reading Latin.

203, 204 Intermediate Latin (3:3), (3:3). Pr. a grade of C- or better in LAT 102, or permission of instructor; 203 prerequisite to 204.
Designed to develop proficiency in the reading of Latin and introduce students to Latin literature. Fall semester: Prose (Caesar, Cicero, etc.). Spring semester: Poetry (selections from Virgil's Aeneid I-VI). *[CFL].*

301 Roman Lyric Poetry. (3:3). Pr. 204, or permission of instructor.
Selections from the poetry of Catullus and Horace.

302 Roman Letters and Men of Letters (3:3). Pr. 204, or permission of instructor.
Selections from the letters of Cicero, Pliny, and Seneca.

303 Roman Drama (3:3). Pr. 204, or permission of instructor.
Selections from the tragedies of Seneca and their influence on Renaissance drama.

311 The Roman Orators (3:3). Pr. 204, or permission of instructor.
Selections from the speeches and rhetorical works of Cicero and of other Roman orators.

312 The Roman Historians: The Republic (3:3). Pr. 204, or permission of instructor.
Works of Julius Caesar, Sallust's Catiline, and extensive selections from Cicero's letters and orations.

321 Roman Satire (3:3). Pr. 204, or permission of instructor.
Study of the satires of Persius, Horace, and Juvenal; emphasis on Juvenal; influence on the eighteenth century.

350, 351 Special Topics in Latin Literature (3:3), (3:3). Pr. 203, 204. Student should consult instructor before registering for course.
Opportunity for students to work individually or in small groups on problems of special interest in Latin literature or language. Work may represent either survey of a given field or intensive investigation of particular problem.

393, 394 The Study of Latin Abroad (3:3), (3:3). Pr. 204 and permission of department.
Extensive reading in Latin literature selected in accordance with student needs. For students participating in foreign study programs.

400 Intensive Reading of Latin (3:3). Pr. permission of the instructor.
Systematic review of Latin grammar and intensive reading of selected authors intended to prepare students for further work in Latin.

401 Virgil (3:3). Pr. 204, or permission of instructor.
Virgil's Aeneid VII-XII; reading from the Eclogues and Georgics.

405 Poetry in the Age of Augustus (3:3). Pr. 204, or permission of instructor.
Survey of Latin literature from 40 B.C. to 14 A.D.; selections from Virgil, Horace, the elegiac poets, and Ovid.

412 The Roman Historians: The Empire (3:3). Pr. 204, or permission of instructor.
Selections from works of Livy and Tacitus.

421 Roman Philosophical Writings (3:3). Pr. 204, or permission of instructor.
Selections from essays of Cicero, *De* Rerum Natura of Lucretius and essays of Seneca.

431 Latin Grammar and Composition (3:3). Pr. 204, or permission of instructor.
Intensive study of Latin grammar, syntax, and prose style; includes reading of Latin texts and translation into Latin from English. Required for "A" certification in Latin.

450 Seminar in Latin Studies (3:3). Pr. 204, or permission of instructor.
Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

501 Independent Study (1 to 3). Pr. permission of instructor. • May be repeated for up to 6 hours credit.
Directed program of readings, research, and individual instruction in Latin language.

550 Topics in Latin Studies (3:3). • May be repeated once for credit when topic varies.
Studies in selected topics in Latin literature or languages, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme.

571 Medieval and Renaissance Latin (3:3). Pr. permission of the instructor.
Selections from Medieval and Renaissance prose and poetry.

For Graduate Students Only

611 The Roman Historians: The Republic (3:3).

612 Cicero (3:3).

623 Roman Comedy (3:3).

625 Poetry in the Age of Augustus (3:3).

626 Silver Age Survey (3:3).

631 Advanced Latin Grammar and Composition (3:3).

711 Experimental Course: Virgil's Aeneid (3:3).

DEPARTMENT OF COMMUNICATION

102 Ferguson Building

Professor Smith; Associate Professors Cimorelli, Natalle, Newton, E. Shroyer; Assistant Professors Barrett, Compton, Hinton, Kellett, Ross, Tucker; Lecturers Ferguson, McCready, S. Shroyer, Stoker, Torres

The Department of Communication offers students a variety of areas of study in the theory and practice of human communication. The **Communication Studies Program** offers coursework in interpersonal, organizational, and public communication. The **Communication Sciences and Disorders Program** focuses on the study of both normal and disordered aspects of speech, language and hearing. The **Education of Deaf Children Program** offers concentrations in teacher preparation at primary, elementary and secondary levels, and in educational interpreting. All programs help students to become more effective communicators as well as facilitators of effective communication in others. Specifically, the Communication Studies Program offers the BA in Speech communication as well as an undergraduate minor. The Communication Sciences and Disorders Program offers the BS in Speech pathology and Audiology. The Education of Deaf Children Program offers the BS in Education of the Deaf. In addition, Communication Studies offers the MA and MEd degrees, and Communication Sciences and Disorders offers the MA degree. For more details, see the Graduate School catalog.

The Communication Studies Program provides opportunities to study of the theory and practice of interpersonal, organizational, and public communication. These areas encompass rhetorical and communication theory, public persuasion and argument, group communication, political communication, and public relations. Communication Studies courses contribute to a liberal education by teaching creative thinking, critical reasoning, and effective communication. Professional areas of study lead to careers in organizational communication and public relations. The program also provides a foundation for graduate study in communication as well as related fields such as journalism, law, business, and the ministry. Faculty and students in Communication Studies are actively involved in research and conduct programs and workshops for community and state organizations.

The Communication Sciences and Disorders Program provides opportunities for the study of normal speech, language and hearing and the associated disorders. The courses offered in this program are pre-professional and prepare the student for further study at the graduate level. Faculty and students in Communication Sciences and Disorders provide services to the University community and the public through the University Speech and Hearing Center and the Augmentative Communication Systems Laboratory, and engage in cooperative work with area schools, hospitals and other human service agencies. In addition, the faculty and students in Communication Sciences and Disorders are actively involved in research.

The Education of Deaf Children Program provides opportunities for study in two concentrations: Teacher Preparation and Educational Interpreting. Both areas of study focus on the unique educational needs of deaf and hard-of-hearing children emphasizing language acquisition, teaching methods and communication modes. Specialized training in communication modes is offered through sign classes and the Sign Language Laboratory. Supervised experiences are available for student observations, volunteer work and practicum in area public schools and the Central North Carolina School for the Deaf.

The minimum requirements for admission to Departmental majors and concentrations are listed below. Marginal compliance with these requirements does not automatically imply admission.

Admission to Closed Courses

a. Due to enrollment pressures and limitations on space in certain impacted courses, the Department adheres to the following policy governing enrollment in its courses:

(1) Students may be dropped from impacted courses even though they may have successfully completed the registration process. This process will conform to the priority system established below.

(2) Students not attending the first day of class may be dropped from the course.

b. Priority for inclusion in a course will be based on the following criteria, in any order deemed appropriate:

(1) Successful completion of all prerequisite coursework.

(2) Graduate or Special Graduate student standing.

(3) Total number of semester hours earned toward graduation, **not** including hours currently being attempted.

(4) Overall GPA.

c. Only those students who attempted preregistration will be considered for late placement in closed courses.

Criterion for Progression in the Major

Only grades of "C-" or better taken in Communication courses will count toward completion of a major in the Department.

SPEECH COMMUNICATION MAJOR (BACHELOR OF ARTS)

Required: 122-123 semester hours

Speech Communication is offered in two concentrations:

Speech Communication provides focus on the theory and practice of interpersonal, organizational and public communication. Two concentrations are: **(1)** COMMUNICATION STUDIES and **(2)** ORGANIZATIONAL COMMUNICATION AND PUBLIC RELATIONS.

- The COMMUNICATION STUDIES is designed for students interested in the liberal arts study of communication theory and practice including rhetorical and communication theory, history and criticism of argument and persuasion, political communication, and interpersonal and group communication. This option is flexible to prepare students for graduate study and a variety of communication-oriented professions.
- The ORGANIZATIONAL COMMUNICATION AND PUBLIC RELATIONS concentrates on the study of communication theory and practice with specific application to organizational and public relations contexts. Students in this option should be planning a professional career in a corporate or nonprofit environment.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several

categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Communication Studies Concentration

1. ADMISSION REQUIREMENTS
   a. Students must be formally admitted to the Communication Studies Program to pursue a major. Only students with formal, written acceptance will be permitted to remain in those upper division courses so specified in section (e) below. Non-majors who wish to take these courses may seek permission from the instructor, but may not use those courses for a Communication Studies major without proper admission.
   b. Applicants to the options in Communication Studies and Organizational Communication and Public Relations will be reviewed in light of the following criteria:
      (1) Completion of at least 1 semester at UNCG,
      (2) Completion of at least the following core courses or their equivalents with grades of "C-" or better: CST 105, 106, 112; and
      (3) A GPA of at least 2.30.
   c. The stated requirements for admission are minimum ones, and simple compliance with them does not automatically imply admission. In all cases, admission is competitive and limited by space available in the program.
   d. Students seeking admission to the Program as majors should proceed as follows:
      (1) Check to see that they meet the minimum requirements as described in section (b) above;
      (2) Secure an official transcript from the Office of the Registrar;
      (3) Secure an application form from the Office of Academic Advising or from the Program Office in 102 Ferguson building; and
      (4) Deliver both the completed application form and the official transcript to the Program Office in Ferguson 102.
      (5) In some cases the Program may require additional information or an interview, so the application process should be initiated well in advance of registration.
   e. Permission of the Program is required to enroll in CST 331, 342, 344, 345, 412, 413, 420, 502, 514, 530, 531, 538, 560, and 562. Students enrolled in these courses without permission are subject to removal.
2. CRITERIA FOR CONTINUING IN THE COMMUNICATION STUDIES Program
   a. Maintaining the 2.3 minimum GPA;
   b. Demonstrating high quality oral and written communication skills in all dealings with the Program; and
   c. Complying with all University regulations including the Academic Honor Code as well as policies and procedures developed by the Program or Department.
3. MAJOR REQUIREMENTS
   Only grades of "C-" or better count toward completion of the major, which must include a minimum of 30 semester hours in the major above the 100-level including CST 105, 106, 112, 205, 206 or 207, 420, and 530, and one of the following options:
   a. Communication Studies: Other courses from among CST 206, 207, 208, 209, 231, 320, 331, 343, 344, 345, 346, 502, 505, 520, 529, 531, 532, 537, 538, 559, 563 or approved substitutes

b. Organizational Communication and Public Relations: Other courses must include CST 342 or 514, 344 or 345, 412 or 413, 560 or 561; with additional hours from among CST 206, 207, 208, 209, 342, 343, 344, 345, 346, 502, 505, 514, 531, 560, 561, 562, or approved substitutes
Required cognate courses: MGT 200*, one from MGT 312 or 314 or SOC 351, and one from MGT 309 or ENG 327
Recommended electives: STA 108, ENG 219, and ENG 319
*Because PSY 221 is a prerequisite for some of these courses, it is recommended to satisfy a liberal education requirement.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

COMMUNICATION STUDIES MINOR

A minor in Communication Studies consists of grades of at least "C-" in CST 105 or 341 and at least 15 semester hours of additional courses in the Communication Studies Program from among the following: CST 106, 112, 151, 205, 206, 207, 208, 209, 231, 320, 331, 342, 343, 344, 345, 346, 420, 502, 505, 514, 520, 529, 530, 531, 532, 537, 538, 559, 560, 561, 562, 563.

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR (BACHELOR OF SCIENCE)

Required: 122 semester hours

The Speech Pathology and Audiology Major, offered by the Communication Sciences and Disorders Program, provides a preprofessional program for those preparing for graduate study in speech-language pathology and audiology. The major is designed to satisfy some requirements for the N.C. license in Speech-Language Pathology or Audiology, although no license is awarded until completion of the Master's degree. Instruction is designed to meet American Speech-Language-Hearing Association standards. Transfer students may require an additional semester to complete the undergraduate degree program.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. ADMISSION REQUIREMENTS
   a. Students must be formally admitted to the Speech Pathology and Audiology Major. Only students with a written acceptance will be permitted to enroll in required courses at the 300 level or above.
   b. Applicants for admission to the Speech Pathology and Audiology major may apply only after completion and/or transfer of 55 semester hours and must apply before enrollment in any required courses at or above the 300 level in the major. Applicants must have an overall grade point average of at least 2.7 to be admitted to the major.

c. The grade point average (see b. above) is a minimum requirement and simple compliance does not automatically imply admission. In all cases, admission is competitive and limited by space available in the program.

d. Students seeking admission to the Speech Pathology and Audiology Major should proceed as follows:

(1) Secure an official transcript(s) of undergraduate coursework completed at colleges and universities other than UNCG;

(2) Secure an application from the Communication Science and Disorders Program Office at 300 Ferguson Building;

(3) Deliver both the transcripts and the completed application to the Program Office in 300 Ferguson Building.

(4) In some cases the Program may require additional information or an interview, so the application process should be initiated immediately after completion of 55 semester hours.

2. CRITERIA FOR CONTINUING IN THE SPEECH PATHOLOGY AND AUDIOLOGY MAJOR

a. Maintenance of a minimum grade point average of 2.7;

b. Minimum grade point average of 2.7 in CSD 306, 307, 308, and 309, with no grades in these courses below C-;

c. No grades below C- in any course in the major;

d. Demonstration of high quality oral and written communication;

e. Compliance with all University regulations including the Academic Honor Code.

3. MAJOR CURRICULUM REQUIREMENTS (Minimum 24 semester hours above the 100-level; students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.)

a. All majors are required to take CSD 306, 307, 308, 309, 334, 336, 337 and 556; EDC 135; PSY 221

b. Students preparing for graduate study in speech-language pathology are required to take CSD 338, 339 and 451.

c. Students preparing for graduate study in audiology are required to take PHY 305 and two courses from MAT 119, 191 and 292.

d. All undergraduate majors must complete 25 supervised observation hours in the University Speech and Hearing Center.

EDUCATION OF THE DEAF MAJOR (BACHELOR OF SCIENCE)

Required: Teacher Preparation concentration — 128 semester hours

Educational Interpreter concentration — 129 semester hours

See "Teacher Education," Chapter 6 for Teacher Education admission requirements and second major requirement.

Teacher Preparation Concentration

The Teacher Preparation concentration provides training at the undergraduate level for teachers of deaf and hard-of-hearing children. In addition to courses in the major area, students elect a specialization such as preschool education, elementary education, or secondary education (mathematics, history, English, etc.). Internships for teaching take place at the Central North

Carolina School for the Deaf and in area public school programs for hearing-impared students. Transfer students may require an additional semester to complete the undergraduate degree program. Upon completion of the program, students are eligible for licensure by the North Carolina Department of Public Instruction (K-12 Hearing Impaired) and the National Council on Education of the Deaf.

College of Arts and Sciences Liberal Education Requirements (39 semester hours)

		Hours
1.	Analytic and Evaluative Studies (CAE)	3
2.	British or American Literature (CBL) or World Literature (CWL)	3
3.	Fine Arts (CFA)	3
4.	Historical Perspectives on Western Culture (CHP)	6
5.	Mathematics (CMT)	3
6.	Natural Science (CNS)	6
	Required: one course in Physical Science (CPS) and one course in Life Science (CLS); no lab is required	
7.	Non-Western Studies (CNW)	3
8.	Reasoning and Discourse (CRD)	6
9.	Social and Behavioral Sciences (CSB)	6
	Required: CSD 308 and PSY 221	
10.	Writing-Intensive Requirement (see p. 76 for additional information)	

The above reflects waivers approved for this program in the areas of: Literature (CBL or CWL), 3 hours; Natural Science (CNS), 3 hours (no lab required); Social and Behavioral Science (CSB), 3 hours; Foreign Language (CFL), 6 hours.

See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Note: Where appropriate, teacher licensure requirements (listed below) may be selected to fulfill liberal education requirements.

Major Requirements

Minimum 24 semester hours in the major above the 100-level.

EDC 135, 240, 243, 335, 461, 483, 485, 577, 578; CDS 334

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Related Area Requirements

1. PSY 221
2. HDF 302 or PSY 326
3. SOC 211 or approved substitute
4. ELC 381
5. PSY 502, or CUI 540, or approved substitute

Specialization

20-24 semester hours in elementary education, preschool education, secondary education, or in another sequence approved by the Department of Communication and the department of the student's specialization as follows:

Preschool Specialization

Required: EDC 483, 485; HDF 452, 552, with 9 hours to be selected from: CSC 101, CUI 346, HDF 212, 522, 532, 542, LIS 547

Elementary Specialization

Required: ART 367; EDC 483, 485, CUI 346, with 9 hours to be selected from: CSC 101, CUI 320, 360, 370, 380, LIS 556, 582

Secondary Specialization

The Secondary Specialization is met by the second major requirement (see below).

Teacher Licensure Requirements

1. AULER requirements as identified within each major.
2. PSY 221 General Psychology (PSY 223 may not be substituted)
3. ELC 381 The Institution of Education
4. CUI 430 or 450
5. CUI 420 or 470
6. HEA 201
7. EDC 461 Internship in Teaching the Deaf
8. Completion of pre-student-teaching field experience
9. Students must have a 2.7 overall grade point average to be admitted to teacher education, and a 2.7 grade point average in all courses with a EDC prefix in order to be admitted to student teaching. Any grade below C in a required core course makes a student ineligible to continue in the licensure track.

Second Major Requirement

All students majoring in Teacher Preparation — Deaf and Hard-of-Hearing Children who select the preschool or elementary specialization are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward both the All-University Liberal Education Requirements. The following majors have been approved for Education of the Deaf: Art, Communication Studies, English, Linguistics, Mathematics, Psychology, and Sociology.

Electives

Electives sufficient to complete the 128 semester hours required for degree.

Educational Interpreter Concentration

The Educational Interpreter Concentration provides training at the undergraduate level for individuals to work with students who are deaf and hard-of-hearing in public school settings. Internships for interpreting occur in area public schools having programs for students who are deaf and hard-of-hearing. Transfer students may require an additional semester to complete the undergraduate degree program.

College of Arts and Sciences Liberal Education Requirements (48 semester hours)

		Hours
1.	Analytic and Evaluative Studies (CAE)	3
2.	British or American Literature (CBL)	3
3.	Fine Arts (CFA)	3
4.	Historical Perspectives on Western Culture (CHP)	6
5.	Mathematics (CMT)	3
6.	Natural Science (CNS) **Required**: one course in Physical Science (CPS) and one course in Life Science (CLS); no lab is required	6
7.	Non-Western Studies (CNW)	3

8. Reasoning and Discourse (CRD) 6
9. Social and Behavioral Sciences (CSB) 9
10. World Literature (CWL) 3
11. Writing-Intensive Requirement (see p. 75 for additional information)

The above reflects waivers approved for this program in the areas of: Natural Science (CNS), 3 hours (no lab required); and Foreign Language (CFL), 6 hours.

See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Students in this concentration will be required to take four (4) Writing Intensive Courses.

Major Requirements

A minimum of 45 semester hours above the 100-level to include:

EDC 135, 240, 243, 335, 462, 463, 483, 486, 487, 555, 557, 558, 572, 578; CSD 334

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Cognate Requirements

30 semester hours:

CST 105, 207; CUI 202, 320, 540, 543; ELC 381; ENG 260; LIS 554 or 556; PSY 221

Choose 6 semester hours from the following:

ATY 385 or 387; EDC 488; CSC 101; CUI 555 or 450; PSY 312, 410, or 412

COMMUNICATION STUDIES COURSES (CST)

For Undergraduates

105 Introduction to Public Speaking (3:3).
Essentials of speechmaking, with emphasis on development of personal skill in effective organization and delivery of oral messages. *[RD, CRD].*

106 Communication in Society (3:3).
Introduction to contemporary theory and practice of human communication, including communication models; interpersonal, public, and mass communication; intercultural and interracial communication; the effects of advertising, propaganda, and political campaigning. *[SB, CSB].*

112 Speech Performance (3:3:1).
Theory and practice of voice and diction, including pronunciation, pitch, rate, volume, and quality. Special section for theatre majors. Other sections are open enrollment. Weekly audio laboratory required.

Supervised participation in filmmaking and/or presentation. (B/C Production Course).

151 Forensics Laboratory (1:0:3). • May be repeated for credit.
Open to any student interested in participating in debate and/or related experiences such as extemporaneous speaking, oral interpretation, voice and speech improvement, or oratory.

205 Persuasion in Western Culture (3:3).
Significant theories in persuasive communication from classical times to the present. Types of societies in which oratory flourishes. Critical analysis of selected speakers. Contemporary issues, including the ethics of persuasion. *[HP, CHP-CMO].*

206 Nonverbal Communication (3:3).
Contemporary theory and practice of nonverbal communication. Functions and modes, such as kinesics, proxemics, and paralinguistics. Emphasis on increasing awareness of own nonverbal messages.

207 Interpersonal Communication (3:3).
Contemporary theory and practice of interpersonal communication, with emphasis on increasing awareness of own interpersonal messages.

208 Introduction to Public Relations (3:3).
Theory and concepts of public relations; examination of the relationship between institutions and social values; analysis of issues and their management by organizations.

209 Introduction to Political Communication (3:3).
Study of the development, maintenance, and deterioration of political communities. Emphasis on conflicting needs, symbols, reasons and preferences in speeches, campaign activities, and the mass media.

231 Argumentation and Debate (3:3).
Analysis of issues and arguments of current public interest; training in the presentation of reasoned, persuasive oral discourse. *[RD, CRD].*

320 Oral Interpretation (3:3).
Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from poetry, prose, and drama. *[BL, CBL].*

331 Evidence and Argument in Public Communication (3:3). Pr. CST 231 and Program permission only.
How communicators in contemporary society use evidence and argument. Ways in which consumers of controversial communication can improve their analysis and use of reason in everyday thinking and speaking.

333 Special Problems (1 to 3). Pr. permission of faculty supervisor is required prior to registration. • May be repeated for credit.
Guided individual study in an area of special interest to the student.

341 Business and Professional Speaking (3:3). • Non-majors only.
Theory and practice of public speaking, including study of audience analysis, choice of speaker's subject and purpose, collecting and organizing materials, and delivering speeches. *[RD, CRD].*

342 Communication/Public Relations (3:3).
Public relations and its function within society and the organization. Theoretical base and practical approaches to communicating with target publics.

343 Listening to Communicate (1:1). Pr. sophomore standing.
Theory and practice of listening to verbal messages; barriers to effective listening; improvement of poor listening skills.

344 Communication and Conflict Management (3:3). Pr. Program permission only.
Role and functions of communication in conflict management.

345 Interviewing (3:3). Pr. Program permission only.
Theories and techniques of various types of interviews, including survey, persuasive, and employment interviews. Experience in simulated interviewing situations.

346 Parliamentary Procedure (1:1).
Basic elements of parliamentary procedure, including the structure of organizations under constitutions and by-laws and the conducting of business meetings.

412 Communication Internship in Public Relations (1 to 6). Pr. Open to majors only; senior standing, CST 342, and approval by Communication Studies Program. • May be repeated for maximum of 6 semester hours credit.
Field learning experience in agencies involved in public relations.

413 Communication Internship in Organizational Communication (1 to 6). Pr. Open to majors only; senior standing, 514, approval by Communication Studies Program. • May be repeated for credit for maximum of 6 hours.
Field learning experience in applications and control of communication in a variety of organizational settings.

420 Communication Theory (3:3). Pr. Program permission only.
Analysis and evaluation of major theoretical areas in speech communication science including language, nonverbal, interpersonal, persuasion, intercultural, and mass media.

454 Teaching Methods in Speech Communication (3:3:4).
Philosophy, means, and methods for conducting classes and structuring curricular and cocurricular speech and theatre activities. Includes internship in public schools as lab. Required for Speech Communication teacher liscensure. (FA)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

502 Semantics (3:3). Pr. permission of instructor.
Words and symbols; how words get their "meaning"; referents. General semantics, including its criticisms of traditional reasoning and its theory for improving human thought and communication.

505 Speechwriting (3:3). Pr. 105, 231, or 341.
Composition and delivery of advanced informative and persuasive speeches. Methods of speech writing; special attention to manuscript delivery.

514 Organizational Communication (3:3). Pr. Program permission only.
Theories of interpersonal and oral communications. Emphasis upon the use of oral communication to

accomplish organizational objectives. (Same as MGT 514)

520 Advanced Oral Interpretation (3:3).
Audiences, materials, and procedures of readers theatre. Practice in advanced principles of oral interpretation of literature. Pr. 320 or graduate standing.

529 Voice and Speech Production (3:3).
Physiology of the vocal mechanism; phonetics; dialects; exercises designed to develop vocal strength, resonance, and flexibility.

530 Group Communication (3:3). Pr. seniors and graduate students only; Program permission.
Theory and practice of small group communication, emphasizing student participation. Methods of leadership. Significant research in speech communication as it relates to group methods.

531 Persuasive Speaking (3:3). Pr. 105, 231 or 341, or graduate standing, and Program permission.
Theory and practice of persuasive public communication; preparation and delivery of persuasive speeches.

532 Freedom of Speech and Censorship (3:3).
Issues and cases of freedom of speech and censorship. Significant First Amendment theories. Fundamentals of media law. Contemporary problems of political dissent and artistic freedom.

537 American Public Address (3:3).
Selected aspects of American public discourse since the colonial era. Emphasis varies by semester.

538 Contemporary Public Address (3:3). Pr. Program permission.
Significant speakers in the United States from FDR to the present, including Truman, MacArthur, Nixon, Johnson, King, and Kennedy. Emphasis on political speaking; standards of public address in modern society.

559 Gender and Communication Theory (3:3).
Examination of gender and issues of theory construction in rhetoric and communication science. In-depth analysis of gender in relation to persuasive, linguistic, nonverbal, and interpersonal communication.

560 Cases in Applied Communication (3:3). Pr. permission of Program.
Seminar in applying communication theory and research to actual situations through published cases.

561 Advanced Public Relations (3:3). Pr. 342 or equivalent, and permission of Program.
Advanced instruction in the preparation of public relations tools and classroom examination of public relations case studies.

562 Communication and Change in Organizations (3:3). Pr. permission of Program.
Instruction in communicating changes into existing organizations. Methods of creating a climate for change, diffusing new ideas and technologies, and assessing change consequences.

563 Presidential Rhetoric (3:3).
An examination of twentieth century American presidential leadership and influence through the analysis of significant crises and addresses.

For Graduate Students Only

600 Introduction to Graduate Study (3:3).
612 Seminar in Communication Studies (3:3).
631 Directing the Forensic Program (3:3).
632 Seminar in Communication Ethics (3:3).
650 Independent Study (1 to 3).
652 Advanced Communication Theory I (3:3).
662 Advanced Communication Theory II (3:3).
663 Seminar in Interpersonal Communication (3:3).
664 Research Methods in Communication (3:3).
693 Classical Rhetoric (3:3).
694 Modern Rhetorical Theory and Criticism (3:3).
699 Thesis (3 to 6).
800 Graduate Registration (0).

COMMUNICATION SCIENCES AND DISORDERS COURSES (CSD)

For Undergraduates

219 Communication Disorders Laboratory (1:0:2). Pr. permission of instructor. • May be repeated for credit. • Grade: Pass/Not Pass (P/NP).
Supervised therapy for students with speech, voice, language, or hearing problems.

306 Introduction to Phonetics (3:3). Pr. Not open to freshmen or sophomores. Must be taken concurrently with CSD 307, 308, and 309.
Recording of speech using the International Phonetic Alphabet in broad transcription. General American dialects and variations. (Formerly COM 133)

307 Speech and Hearing Science (3:3). Pr. Not open to freshmen or sophomores. Must be taken concurrently with CSD 306, 308, and 309.
Acoustic principles of speech and hearing; analysis of the acoustic characteristics of speech and physiological correlates; speech perception. (Formerly COM 134)

308 Language and Speech Development (3:3). Pr. Not open to freshemn or sophomores. For Majors only or by permission of instructor. Communication Disorders majors must register for CSD 306, 307, 308, and 309 concurrently.
Theory and evidence of the chronological development of phonology, syntax, semantics, and pragmatics in the child. (Formerly COM 240)

309 Anatomy and Physiology of the Speech and Hearing Mechanism (3:3). Pr. Not open to freshmen or sophomores. For Majors only or by permission of instructor. Communication Disorders majors must register for CSD 306, 307, 308, and 309 concurrently.
Anatomical and physiological bases of human communication. (Formerly COM 241)

334 Introduction to Audiology (3:3). Pr./Cor. CSD 308 and either EDC 243 or CSD 307; or permission of instructor.
Basic anatomy and physiology of the auditory system, fundamental hearing science, and methods and techniques of hearing measurement and interpretation for the assessment, diagnosis, evaluation, and rehabilitation of hearing disorders.

336 Articulation Disorders (3:3). Pr. CSD 306, 307, 308, 309.
Analysis of defective articulation-resonance as related to faulty development and to orofacial, neurologic, and sensory disabilities. Techniques for remediation.

337 Language Disorders (3:3). Pr. CSD 306, 307, 308, 309.
Nature, theory, measurement, and management of language problems in children and adults. Emphasis on problems in children.

338 Voice Disorders (3:3). Pr. CSD 306, 307, 308, 309.
Factors related to voice disorders in children and adults. Procedures for the examination of voice. Remediation techniques.

339 Rhythm Disorders (3:3). Pr. CSD 306, 307, 308, 309.
Basic theories and principles in the onset, development, and maintenance of stuttering and similar disorders. Principal factors in measurement, diagnosis, and treatment.

451 Diagnostic Procedures: Inquiry, Observation and Measurement (3:2:3). Pr. completion of all CSD 300-level courses required for the major or permission of the instructor.
Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders.

For Advanced Undergraduates and Graduate Students

551 Speech and Language Disorders: Diagnostic Procedures (3:2:2). Pr. permission of instructor.
Differential diagnosis of speech, language, voice, and rhythm problems.

552 Communication and Aging (3:3). Pr. CSD 308 or consent of instructor.
Development of communication in old age; factors affecting development and competency; communication evidence and theories of aging; facilitation of life-long functional communication.

554 Advanced Speech Science (3:3). Pr. CSD 306, 307, 308, 309.
Acoustic theory and methods of analysis; acoustic structure of speech and its physiological correlates; application of acoustic information to clinical management of disorders of communication.

556 Aural Rehabilitation (3:3). Pr. CSD 334 or 570 or permission of instructor.
Principles and methods of aural rehabilitation with the hearing impaired and deaf. Hearing aid; cochlear implants; speech reading; education techniques; and auditory training.

568 Psychoacoustics (3:3). Pr. permission of instructor.
Principles underlying perception of pitch, loudness, and various other auditory phenomena. Focus on speech intelligibility and the relationships between acoustic elements and elicited responses.

570 Diagnostic Audiology I (3:2:2). Pr. CSD 334 or permission of instructor.
Basic diagnostic procedures in audiology. Includes anatomy, physiology, and disorders of the hearing mechanism, basic evaluation and interpretation of auditory function.

571 Beginning Clinical Practice in Speech-Language Pathology (1 to 3). Pr. admission to the appropriate degree program or permission of instructor. • Grade: Satisfactory/Unsatisfactory, S/U.
Beginning clinical practice in diagnosis of and therapy for communication disorders.

573 Advanced Clinical Practice in Speech-Language Pathology (1 to 3). Pr. admission to the appropriate degree program and CSD 571 or permission of instructor.
Advanced clinical practice in diagnosis of and therapy for communication disorders.

574 Diagnostic Audiology II (3:2:2). Pr. CSD 570 or equivalent.
Non-organic hearing loss; differential diagnosis; special problems in diagnosis.

575 Instrumentation for Communication Disorders (3:3). Pr. permission of instructor.
Instrumentation commonly used in communication disorders; operation and measurement techniques for clinical and research applications.

576 Clinical Practice in Audiology (1 to 3). Pr. CSD 570 or permission of instructor.
Supervised clinical practice in evaluation of hearing and management of hearing impairment.

For Graduate Students Only

600 Introduction to Graduate Study (3:3).

601 Special Topics in Child Speech and Language Development (3:3).

602 Seminar in Speech Pathology - Organic Disorders (3:3).

603 Seminar in Voice Problems (3:3).

604 Seminar in Rhythm Problems (3:3).

605 Seminar in Speech and Language Pathology (3:3).

606 Seminar in Aphasia (3:3).

608 Seminar in Cleft Palate (3:3).

610 Seminar in Clinical Audiology (3:3).

611 Hearing Aids and Residual Hearing (3:3).

614 Language Disorders in Children (3:3).

673 Communication Disorders: Clinical Supervision (3:3).

677 Internship in Communication Disorders (3 to 9).

688 Research Design in Communication Disorders (3:3).

698 Experimental Design in Communication Disorders (3:3).

699 Thesis (3 to 6).

800 Graduate Registration (0).

EDUCATION OF DEAF CHILDREN COURSES (EDC)

For Undergraduates

135 Sign Language for the Deaf I (3:3).
American Sign Language and fingerspelling with emphasis on the development of basic receptive and expressive skills.

240 Experimental Course: Communication Development in Children (3:3).
Survey of psychosociolinguistic and developmental processes in the acquisition of communication in children. Emphasis on interactive patterns in diverse cultures that contribute to and influence social interaction.

243 History and Psychology of the Deaf (3:3).
Traditional and experimental methods of educating deaf children. Review of psychological studies of deafness and implications for education.

333 Special Problems (1 to 3). Pr. permission of faculty supervisor is required prior to registration. • May be repeated for credit.
Guided individual study in an area of special interest to the student.

335 Sign Language for the Deaf II (3:3). Pr. 135 or permission of instructor.
Development of conversational skills in American Sign Language (ASL). Review of origin and application of contemporary manual communication systems.

461 Internship in Teaching the Deaf (12:1:15).
Full-time supervised classroom teaching in one or more classes for the deaf in an acceptable school environment.

462 Educational Interpreting I (3:3). Pr. 335 or permission of instructor.
Basic principles and strategies of interpreting/transliterating for mainstreamed students who are deaf or hard-of-hearing.

463 Educational Interpreting II (3:3). Pr. 462 or permission of instructor.
A continuation of Educational Interpreting I with emphasis on technical and specialized terminology. Includes basic introduction of Cued Speech transliterating, oral interpreting, and interpreting for deaf-blind students.

483 Teaching Academic Subjects to the Deaf - Primary (3:3).
Methods in teaching academic materials to deaf children with emphasis on elementary level. Utilization of manual and aural skills of deaf students in the classroom.

485 Teaching Academic Subjects to the Deaf - Secondary (3:3).
Methods of teaching academic materials to deaf children at the secondary level. Importance of using residual hearing as a method of transmission.

486 Educational Interpreting: Seminar and Practicum (6:3:4). Pr. 463.
Field experiences in mainstream programs at elementary, middle school, and high school levels. Observation, notetaking, and participating as interpreter for selected activities. Discussions of field experiences, assignments, projects, and job-related issues.

487 Educational Interpreting Internship (12). Pr. 486.
Two consecutive full-time interpreting or transliterating assignments in public school mainstream programs under the direction of the cooperating interpreter/transliterator and the University supervisor.

488 Interpreting: Sign-to-Voice (3:3).
Development of receptive sign language techniques and voicing skills involved in interpreting or transliterating a signed message into spoken English.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

555 Sign Language III (3:3). Pr. 335 or permission of instructor.
Advanced manual communication with emphasis on interpreting and translating for deaf adults in specialized settings.

557 Interpreting: English to ASL I (3:3). Pr. 555 or permission of instructor.
Analysis of the linguistic principles of American Sign Language and its role in the education of deaf and hard-of-hearing children and in the Deaf community.

558 Interpreting: English to ASL II (3:3). Pr. 557.
Further study of American Sign Language with emphasis on the use of linguistic principles to interpret concepts presented in English.

572 Issues in Educational Interpreting (3:3).
A study of the state and national code of ethics for interpreters/transliterators. Educational, cultural, legislative, and professional issues are addressed as they relate to the field of educational interpreting.

577 Teaching Speech to the Deaf (3:3).
Principles and techniques for developing and maintaining speech in the hearing-impaired of all ages.

578 Teaching Language to the Deaf (3:3). Pr. CSD 308 or equivalent.
Systems for developing language in the individual with severe hearing impairment.

For Graduate Students Only

613 Education of the Multihandicapped Deaf Child (3:3).

615 Seminar on Deafness (3:3).

616 Preschool Hearing-Impaired Children (3:3).

617 Teaching Reading to Hearing-Impaired Individuals (3:3).

650 Independent Study (1 to 3).

Department of English

132A McIver Building

James E. Evans, Professor and Head of the Department

Professors Beale, Chappell, Cushman, Ellis, Gibson, Shapiro; Associate Professors Baker, Brewer, Bulgin, Davis, Ferguson, Griffith, Kelly, Kirby-Smith, Langenfeld, May Lombardi, R. McDonald, Roskelly, Tisdale, S. Yarbrough, Zacharias; Assistant Professors Chiseri-Strater, C. Hodgkins, Meyerson, Parker, Tucker; Visiting Assistant Professor Dischell; Adjunct Assistant Professor Mille; Lecturers Beatty, Bucknall, Clark, Cline, Gingher, H. Hodgkins, Kuwahara, G. McDonald, Meyers, Miller, Paetz, Schurer, Scott, Stephens, Thaden, B. Yarbrough, Yardley

The Department of English provides courses in English composition, in major authors, in all major literary periods, in literary theory, in linguistics and rhetoric, in journalism, and in writing fiction and poetry. Senior-graduate courses are available to advanced students, and the graduate program offering the full range of literary and rhetorical studies permits students to pursue work leading to the MA, MEd, and PhD. The unusually fine writing program offers courses both to undergraduates seeking the BA degree and to graduate students seeking the MFA degree.

English Major (Bachelor of Arts)

Required: 122 semester hours.

The English Major provides a diversified program. Students who major in English participate in an increasingly intensified study of language and literature that includes English, American, and foreign literature in translation. Upon graduation, English majors are well qualified to enter nearly all fields that do not require previous technical and professional training.

Although many English majors pursue careers not traditionally associated with English studies, some students will see licensure to teach, and others will choose to enter graduate school. English has long been recognized as a desirable major for prelaw and premedical studies. It is also beneficial for students who enter such fields as journalism, editing, communications, diplomacy, advertising, and personnel work.

A "Guide for English Majors and Minors" is available upon request from the departmental office. It provides current advice on planning a major or minor. Additional guidance is available from the Director of Undergraduate Studies in English and from faculty advisors.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

The department offers two major programs leading to the BA degree: "English" and "English — High School Teaching." Successful completion of the latter program qualifies the graduate to teach in high schools in North Carolina and other states with which North Carolina has reciprocal licensure agreements. A student may declare either major upon matriculation; to change one's

major to English, or to change from one degree program to the other, one must have permission of the department. (See the Director of Undergraduate Studies in English.)

The department also offers a 24-hour concentration in English that meets the requirement of a second major/concentration for Elementary and Middle Grades Education (School of Education) and certain other University programs in education. Consult with your major advisor or with the Director of Undergraduate Studies in English.

For both major programs, a minimum of 27 hours of English above the 100 level is required. No requirement for the major may be met by a grade lower than C-. The courses must be distributed as follows:

For the degree, BA in English:

1. ENG 211, 212, 251. These courses provide an overview of English and American literature that gives perspective and establishes a basis for choosing courses. Students should take these courses as early as possible, usually during the sophomore and junior years.
2. One course in language (ENG 260, 261, 321, 513) or criticism (303, 531, 549, 551) or creative writing (221, 222, 225, 226, 325, 326) or expository writing and journalism (219, 223, 319, 320, 322, 323, 327, 519, 520, 522, 523, 524).
3. Four courses in literature:

   Two courses in major authors or genres, one before 1800 (ENG 336, 339, 340, 381, 536, 539, 540, 541, 555, 556, 567), and one after 1800 (349, 350, 351, 352, 353, 358, 382, 534, 548, 557, 558, 559, 563, 568, 582).

   Two courses in literary movements or period surveys, one before 1800 (ENG 337, 338, 342, 360, 510, 537, 542, 561), and one after 1800 (331, 333, 344, 345, 346, 355, 374, 376, 532, 533, 544, 545, 550, 552).
4. One additional course in English at the 200 level or above.

For the degree, BA in English — High School Teaching:

1. English 211, 212, 251.
2. English 321.
3. Four courses in literature:

   Two courses in major authors or genres, one before 1800 (ENG 336, 339, 340, 381, 536, 539, 540, 541, 555, 556, 567), and one after 1800 (349, 350, 351, 352, 353, 358, 382, 534, 548, 557, 558, 559, 563, 568, 582).

   Two courses in literary movements or period surveys, one before 1800 (ENG 337, 338, 342, 360, 510, 537, 542, 561), and one after 1800 (331, 333, 344, 345, 346, 355, 374, 376, 532, 533, 544, 545, 550, 552).
4. English 322.

Besides completing the above courses in English, candidates for the teaching licensure must meet additional requirements, including admission to teacher education (end of sophomore year) and to student teaching (junior year), successful completion of the National Teacher's Exam, and course work outside the English Department. For full current information about all requirements see "Teacher Education" in Chapter 6 and the UNCG Teacher Education Handbook. Note: admission to teacher education and student teaching in English requires a minimum grade point average of 2.75, overall and in the major.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Honors in English

Requirements

Nine semester hours to consist of:

3 hours of HSS 490 (Honors Thesis)

3 hours of ENG 494 (Honors Seminar)

3 hours of any English Honors course above the 100 level

Qualifications

- Enrollment in and successful completion of the University Honors Program
- A declared English Major
- Maintenance of at least a 3.3 overall GPA

Recognition

The designation "Honors in English" will be printed on the student's official transcript.

English Minor

ENG 101 and 102 satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the hours for an English minor.

English minors have wide choice among courses offered in fulfilling the minimum of 18 hours in English. They are urged, however, to report to the departmental faculty advisor as early as possible for help in planning a program.

Requirements

1. Any two courses, to be chosen by the student, from among the following: ENG 201, 202, 211, 212, 251, 252.
2. No more than six hours at the 100 level (but see head note, above); and at least six hours at the 300 level or above.

English Courses (ENG)

For Undergraduates

100 Basic Writing (0:3). • Does not fulfill the University writing requirement. • Credit does not apply toward graduation nor count in the student's GPA.

Instruction and practice in basic writing skills, in preparation for 101. Admission to the course is by advice of the Director of Composition on the basis of SAT scores and placement testing. Roskelly and staff.

101 English Composition I (3:3). • Equivalent credit to FMS 103/RCO 101. Students may not receive credit for both ENG 101 and either FMS 103 or RCO 101.

Introduces the aims and strategies of informative, deliberative, and reflective writing. Emphasis on the writing/revising process and on critical reading. Roskelly and staff. *[RD, CRD].* (FA,SP)

102 English Composition II (3:3). Pr. 101, or FMS 103.

Practice in writing responsible public discourse. Students write extended, informed arguments on issues of public concern. Attention to critical reading, effective use of evidence. Roskelly and staff. *[RD, CRD].* (FA,SP)

103 English as a Second/Foreign Language (3:3). • Restricted to students whose first language is not English. • Does not satisfy the University composition requirement.

Emphasis on the active use of language skills: speaking, listening, reading, writing.

104 Approach to Literature (3:3).

Humanist tradition in literature. Reading and discussion of fiction, poetry, and drama with an emphasis on a variety of major themes and their relevance to contemporary life.

105 Introduction to Narrative (3:3).
Close reading and analysis of American and British novels, short stories, and narrative poems. Attention to historical, cultural, and literary backgrounds as appropriate. Griffith and staff. *[BL, CBL].* (FA,SP)

106 Introduction to Poetry (3:3).
Close reading and analysis of British and American lyric, dramatic, and narrative poetry. Attention to historical, cultural, and literary backgrounds as appropriate. Griffith and staff. *[BL, CBL].* (FA,SP)

107 Introduction to Drama (3:3).
Close reading and analysis of British and American drama. Attention to historical, cultural, and literary backgrounds, especially the Continental dramatic background, as appropriate. Griffith and staff. *[BL, CBL].* (FA,SP)

201 European Literary Masterpieces (3:3).
Extensive reading of works in translation: Homer, Dante, Erasmus, Montaigne, Cervantes, and others. Tisdale. *[WL, CWL].* (FA/SP)

202 European Literary Masterpieces (3:3).
Extensive reading of works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others. Griffith, Scott. *[WL, CWL].* (FA/SP)

211 Major British Authors: Medieval to Neoclassical (3:3).
Major poets, dramatists, satirists read within the context of their times: Chaucer, Shakespeare, Milton, Pope, Swift, and others. Griffith and staff. *[BL, CBL].* (FA,SP)

212 Major British Authors: Romantic to Modern (3:3).
Major authors of the Romantic, Victorian and Modern periods studied in relation to their times and traditions: Wordsworth, Tennyson, Yeats, Joyce, and others. Griffith and staff. *[BL, CBL].* (FA,SP)

219 Journalism I: Fundamentals of Newswriting (3:3).
Introduction to newspaper journalism. Emphasis on basic newswriting and reporting. Combines writing laboratory and lecture. Miller, Yardley. (FA,SP)

221, 222 Writing of Poetry (3:3), (3:3). Pr. satisfaction of BL or CBL requirement.
Introductory workshop in writing poetry for students beyond the freshman year. Dischell, Kirby-Smith. (221-FA; 222-SP)

223 Writing of Essays (3:3). Pr. 101 or exemption.
Course in reading and writing the essay, with particular attention to style and voice. Meyers, Stephens, Tucker. *[RD, CRD].* (FA,SP)

225, 226 Writing of Fiction (3:3), (3:3). Pr. satisfaction of BL or CBL requirement.
Introductory workshop in writing fiction for students beyond the freshman year. Clark, Parker, Zacharias. (225-FA; 226-SP)

235 Science Fiction (3:3).
Historical and critical study of science fiction in the twentieth century. Chappell. (FA/SP)

236 Genre Fiction (3:3).
Selected writers from a popular kind (genre) of fiction, such as horror, spy, crime, fantasy, sports. Topic to vary. Chappell.

251 Major American Authors: Colonial to Romantic (3:3).
Classic authors and their contributions to the intellectual life of America: Hawthorne, Melville, Poe, Whitman, and others. Griffith and staff. *[BL, CBL].* (FA,SP)

252 Major American Authors: Realist to Modern (3:3).
Late nineteenth- and twentieth-century authors and their contributions to the development of modern thought: Twain, Frost, Faulkner, Hemingway, and others. Griffith and staff. *[BL, CBL].* (FA,SP)

260 Introduction to the English Language (3:3).
Relationship between the English language as a system and individual uses of the language - both literary and nonliterary. Techniques for describing language, theories about language, and introduction to the structure and history of English. Rhetoric and literature as different types of performance in language. Some analysis of poetry and of the language of politics and advertising. Beatty, Brewer. (FA)

261 Dialects of American English (3:3).
Consideration of the historical, geographical, and social factors which have influenced the varieties of modern American English, the methodology of dialect study, and the representation of dialects in American literature. Brewer.

301 Writing Public Discourse (3:3). Pr. Jr. or Sr. standing. • Students may not receive credit for both this course and 102.
Practice in writing public discourse. Attention to effective use of sources and to different levels of audience. *[RD, CRD].*

302 Writing for the Screen (3:3). Pr. 330 or BCT 171 or permission of instructor.
Study of techniques of script writing, both adaptations and original material. (Same as BCT 302.)

303 Approaches to the Study of Literature (3:3).
Introduction to critical approaches to literature. Guidelines for and practice in writing about literature. S. Yarbrough.

311, 312 Literary Studies Abroad (3:3), (3:3).
Selected literary topics - themes, authors, genres, periods - with emphasis on their relationships to physical and cultural settings associated with the literature. Residence abroad. (SU)

315 Literature of Africa and Asia (3:3). Pr. sophomore standing or higher.
Reading, analysis, discussion of significant literary works embodying the values of non-western cultures. Emphasis on identification and appreciation of Third World perspectives. Kuwahara. *[WL, CWL].*

319 Journalism II: Editing the Newspaper (3:3). Pr. 219 or permission of instructor.
Values and practices in newspaper editing. Emphasis on ethics, editing skills, newspaper design and writing editorials. Cline. (FA,SP)

320 Journalism III: Feature Writing and Reviewing (3:3). Pr. 219 or permission of instructor.
Writing workshop: values and journalistic practices in writing feature articles and reviews; includes book reviewing and critical writing on other arts. Gingher.

321 Modern Grammar (3:3).
Introduction to formal study of the English language, including intensive review of structural and transformational grammars. Other topics of interest to teachers of English, including geographical and social dialects and teaching composition. Course satisfies a state requirement for prospective English teachers. Brewer. (FA,SP)

322 Principles of Composition (3:3). Pr. University reasoning and discourse requirements must already have been met. For students seeking certification in English, it is recommended that 321 be taken first.
Principles of written discourse with a survey of techniques of teaching composition. Instruction in composing, editing, and criticizing written discourse. Chiseri-Strater, Roskelly. (FA,SP)

323 Advanced English Composition (3:3). Pr. completion of Reasoning and Discourse requirement.
Advanced course in persuasive writing with emphasis on audience, presentation, and strategies of inquiry. (FA,SP)

324 Practicum: Tutoring Writing (1:1:3). Pr. 321, 322, or permission of instructor. • May be repeated twice for a total of 3 semester hours.
Training and experience in teaching writing in individualized or small-group tutorial sessions in the University Writing Center. Meyers. (FA,SP)

325 Writing - Intermediate: Fiction (3:3). Pr. permission of instructor.
Student fiction discussed in class and individual conferences. Parallel reading and discussion of works by contemporary novelists and short-story writers. Chappell, Clark, Parker, Zacharias. (SP)

326 Writing - Intermediate: Poetry (3:3). Pr. permission of instructor.
Student poetry discussed in class and individual conferences. Parallel reading and discussion of works by contemporary poets. Dischell, Kirby-Smith. (FA/SP)

327 Writing in the Professions (3:3). Pr. University reasoning and discourse requirement must already have been met.
Instruction and practice in the principal types, organizational principles, and styles of writing in a variety of professional settings, including businesses, government agencies, and public service agencies. Langenfeld. (SP)

329 Literature and Film (3:3).
Selected short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film.

330 Approach to Film (3:3).
Historical, artistic, technical, and literary values of the film, with special emphasis on works by Chaplin, Welles, Eisenstein, Bergman, and Fellini.

331 Women in Literature (3:3).
Study of women as readers, writers, and characters in literature. Attention to questions of literary canon and to women's position in drama, the novel, and poetry. Gibson, May Lombardi. *[BL, CBL].* (FA/SP)

333 Modern Southern Writers (3:3).
Fiction, poetry, drama of the modern South. Emphasis on Southern perspectives, values, traditions. Faulkner, Welty, Wright, Ransom, Dickey, others. Gingher. (FA/SP)

336 Introduction to Chaucer (3:3). Pr. for advanced undergraduates.
Chaucer's major poetry examined within the context of medieval cultural traditions. Readings in the early dream visions, Troilus and Criseyde, and selected Canterbury Tales. Attention given to language and pronunciation. Tisdale. (FA/SP)

337 English Literature to 1500 (3:3).
Culture of the Middle Ages. Selected reading in English literature from Beowulf to Malory. Works in Anglo-Saxon and some in Middle English in translation. Baker, Kelly, Tisdale. (FA/SP)

338 Renaissance Poetry and Prose, 1500-1610 (3:3).
English Renaissance lyric, romance, prose; study of continental backgrounds; emphasis on development of thought and style. C. Hodgkins. (FA/SP)

339 Shakespeare: Early Plays and Sonnets (3:3).
Twelve plays studied including The Merchant of Venice, Henry IV, Romeo and Juliet, As You Like It, Twelfth Night, and Hamlet. C. Hodgkins, Kelly, R. McDonald, Tucker. *[BL, CBL].* (FA,SP)

340 Shakespeare: Later Plays (3:3).
Twelve plays studied, including Othello, King Lear, Macbeth, Anthony and Cleopatra, Measure for Measure, and The Tempest. Kelly, R. McDonald. *[BL, CBL].* (FA,SP)

341 Themes in Literature (3:3). • May be repeated for credit when theme varies.
Study of a major theme in literature of general interest. Through a variety of sources, mainly literature, but including art, film, history, and music, the class will explore the dimensions and complexities of the theme. *[BL, CBL].* (FA/SP)

342 The Seventeenth Century (3:3).
Main lines of thought and style noted in major writers from beginning of century through Milton and Bunyan. Emphasis on lyric and meditative poetry of the metaphysicals. C. Hodgkins, Tucker. (FA/SP)

344 Romantic Poetry and Poetics (3:3).
Intensive study of works by Wordsworth, Coleridge, Shelley, Keats, and Byron, with attention to development of Romantic movement. May Lombardi. (FA/SP)

345 Victorian Literature (3:3).
Major Victorian writings exclusive of the novel: poems by Browning, Tennyson, Rossetti, and others; prose works by Carlyle, Arnold, Mill, and others. Bulgin, Gibson. (FA/SP)

346 English Literature from Victorian to Modern (3:3).
Critical study of English literature from the end of Victorian period to beginning of the modern era. Features such writers as Pater, Wilde, Yeats, Shaw, Hardy, Conrad, Ford, and Wells. Cushman, Langenfeld. (FA/SP)

349 English Novel from Defoe to Hardy (3:3).
Introduction to the great tradition of the English novel. Selected novels by Fielding, Austen, Dickens, and others. Evans, Gibson. (FA/SP)

350 The Twentieth-Century English Novel (3:3).
Development of the English novel from Conrad through end of World War II, featuring such writers as Forster, Lawrence, Joyce, Woolf, Huxley, and Greene. Cushman. (FA/SP)

351 The American Novel through World War I (3:3).
Historical and critical study of Hawthorne, Twain, James, and others. Davis, Ellis, Griffith. (FA/SP)

352 Twentieth-Century American Novel (3:3).
Historical and critical study of Fitzgerald, Hemingway, Faulkner, and other novelists to 1950. Davis, Ellis, Griffith. (FA,SP)

353 The Contemporary Novel (3:3).
Historical and critical study of such novelists as Bellow, Updike, Golding, and Fowles. Ellis, Parker, Zacharias. (FA/SP)

355 Between World Wars: American Literature 1920-1940 (3:3).
An examination of American culture between World Wars I and II as reflected in the literature from 1920-1940. Davis. (FA/SP)

358 Modern Poetry (3:3).
Poets and schools of poetry, British and American, from 1915 to the present, with emphasis on the great variety of styles and subjects. Chappell, Cushman, Kirby-Smith, Shapiro. (FA,SP)

360 English Neoclassicism (3:3).
Major writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Pope, Swift, Johnson, and others. Evans, Tucker. (FA/SP)

371 Literary Study of the Bible (3:3).
The Bible as part of the world's great literature. Designed to give students a better comprehension of the Bible through study of its origins, history, structure, and literary qualities. C. Hodgkins. *[WL, CWL].* (FA/SP)

374 Early African American Writers (3:3).
Critical survey of the traditions, ideas, techniques, and directions of African American writing from its beginnings to the early Harlem Renaissance. Ferguson. (FA/SP)

376 African American Writers after the 1920s (3:3).
Critical survey of the traditions, thought, and directions of African American writing from the late Harlem Renaissance to the present. Ferguson, Meyerson. (FA/SP)

381 English Drama to 1800 (3:3).
Critical, cultural, and historical study of the English drama — excluding Shakespeare — from medieval plays to eighteenth-century comedy: Marlowe, Jonson, Webster, Dryden, Congreve, Sheridan, and others. Tucker. (FA/SP)

382 Modern British and American Drama (3:3).
Historical and critical survey of British and American drama 1890 to the present: Shaw, O'Neill, Yeats, Synge, Pinter, Miller, Williams, and others. Cushman. (FA/SP)

401 Internship in Journalism and Editing (3:3). Pr. permission of Director of Undergraduate Studies in English.
Field experience for senior English majors with a newspaper or magazine publisher. Academic supervision provided by faculty advisor and direction in field provided by job supervisor. (FA,SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

494 Senior Honors Seminar (3:3). Pr. English major with senior standing, and either enrollment in the University Honors Program or a minimum 3.3 overall GPA.
Study of an important topic in Literature, Criticism, Theory, or Rhetoric. (FA)

For Advanced Undergraduates and Graduate Students

Prerequisite for credit in all courses in literature listed below: successful completion of at least six hours of approved courses in English and American literature at the 300-level or above.

505 Literary Biography (3:3).
Development of literary biography and autobiography from early to modern times; biography as a literary genre; humanistic values in biography.

510 Old English (3:3).
Language and literature of the Anglo-Saxon period (600-1100 A.D.). Language studied primarily in conjunction with literary texts. Tisdale.

513 History of the English Language (3:3).
Origins and development of the English language, methods of historical language study, and competing theories of linguistic change. Practical emphasis on reading and analysis of texts in Old, Middle, and Early Modern English. Brewer.

517 The Auteur Director (3:2:3). Pr. 330 or BCT 171 or graduate standing. • May be repeated for credit.
Works of an individual film director. Subject differs from offering to offering. (Same as BCT, FRE, ITA, SPA 517.)

518 Studies in Film Genre (3:2:3). Pr. 330 or BCT 171 or graduate standing. • May be repeated for credit.
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as BCT, FRE, ITA, SPA 518.)

519 Contemporary Publishing (3:3).
Current practices in the publishing industry from manuscript preparation to the printed book or magazine. Pr. consent of instructor. Langenfeld.

520 Research Writing (3:3).
Analysis of situations requiring research-based reports; practice in using sources of information; practice in reporting research in appropriate formats.

521 Contemporary American Prose Style (3:3).
Study of the style, rhetoric, and themes of contemporary American literary nonfiction, including Wolfe, Capote, Mailer, Didion, and others. Emphasis on rhetorical criticism and implications for rhetorical theory.

522 Teaching Composition: Theories and Applications (3:3). Pr. 321 or 660 desirable.
Theories of the composing process and of discourse generally as they apply to the problems of teaching composition. Background studies in language and other related areas. Specific approaches to teaching composition, their rationales and their comparative usefulness. Roskelly.

523 Writing - Advanced: Nonfiction (3:3). Pr. for undergraduates: marked ability in writing, permission of instructor.
Workshop in writing and publishing essay and nonfiction literature (including biography, autobiography, literary and cultural criticism, and extended forms of investigative and analytical reporting). Chiseri-Strater.

524 Writing - Advanced: Analytical and Technical (3:3). Pr. consent of instructor.
Problems of organization and expression in books, articles, and reports. For those writing for publication or whose work in business or government requires a great deal of writing.

525, 526 Writing - Advanced: Fiction (3:3), (3:3). Pr. open only to students in the MFA Writing Program. Chappell, Parker, Zacharias.

527, 528 Writing - Advanced: Poetry (3:3), (3:3). Pr. open only to students in the MFA Writing Program. Chappell, Dischell, Shapiro.

529, 530 Writing - Advanced: Plays (3:3). Pr. open only to students in the MFA Writing Program.

531 Feminist Theory and Women Writers (3:3).
Examines gender and creativity, women's place in literary tradition, and connections between art, genre, race, and class. Focuses on contemporary theory and on literary works from one historical period. Gibson.

532 American Romantic Writers (3:3).
Selected major romantic writers: Irving, Bryant, Cooper, Prescott, Poe, Hawthorne, Melville, and authors from Brahmin and Transcendentalist groups. Authors and topics to vary.

533 American Realistic Writers (3:3).
Selected major realistic and naturalistic writers: Twain, James, Howells, Frederic, and authors from the Naturalistic school. Authors and topics to vary. Griffith.

534 The Modern American Novel (3:3).
Major works by Faulkner, Hemingway, Fitzgerald, and others. Davis, Ellis.

536 Chaucer (3:3).
Chaucer's major works, including The Canterbury Tales and Troilus and Criseyde. Baker, Kelly, Tisdale.

537 Middle English Literature (3:3).
Language and literature of the thirteenth-, fourteenth-, and fifteenth-century England. Baker, Tisdale.

539 Major Elizabethan Writers (3:3).
Spenser and one or more authors, such as Sidney, studied in relation to literary, cultural, and political movements. Attention given to continental influences. Kelly.

540 Shakespeare, Eight Plays (3:3).
Major comedies, histories, tragedies selected for topical study. Related background readings and criticism. R. McDonald.

541 Milton (3:3).
Milton's major poems and his most important prose works in their seventeenth-century setting. C. Hodgkins.

542 Metaphysical Poets (3:3).
English poetry from Donne to Traherne, with emphasis on Jonson, Herrick, Herbert, Crashaw, Marvell, and Vaughan. C. Hodgkins.

544 English Romantic Writers (3:3).
Major English Romantic poets, Wordsworth through Keats, with attention also to essayists and letters. May Lombardi.

545 English Victorian Writers (3:3).
Major Victorian writers, Tennyson through the Pre-Raphaelites, with attention also to their essays and letters. Gibson.

548 The Modern Novel (3:3).
Selected novelists with comparison of English and American masters. Cushman, Davis, Ellis.

549 Literary Criticism: the Major Texts (3:3).
Important critical writings from Plato to modern times. Special attention to English criticism. Bulgin.

550 Modern English Writers (3:3).
Selected outstanding twentieth-century writers: essayists, novelists, dramatists, and poets. Cushman.

551 Modern Literary Theory (3:3).
Survey of literary theory from the linguistics of Saussure through recent developments in post structuralism, feminist theory, reception theory, and cultural studies. Emphasis on relationships among language, culture, and literature. Meyerson.

552 Southern American Writers (3:3).
Principal authors, literary movements related to development and influence of Southern tradition in American literature. Davis, Parker.

553 Topics in English Studies (3:3). • May be repeated once for credit when topic varies.
Studies in selected topics in English or American literature or language.

555 English Renaissance Drama (3:3).
Representative plays with brief readings in medieval drama and emphasis on the Elizabethan and early Stuart periods, exclusive of Shakespeare. Treatment of style, content, and literary history. R. McDonald.

556 English Drama of the Restoration and Eighteenth Century (3:3).
Principal dramatists from 1660 to 1800 with special attention to Congreve and Sheridan. Evans.

557 Contemporary American and British Poetry (3:3).
Critical and historical study of American and British poetry from World War II to the present. Chappell, Cushman.

558 Twentieth-Century American Poets (3:3).
Critical and historical study of major twentieth-century American poets to World War II. Davis.

559 Twentieth-Century British Poets (3:3).
Critical and historical study of twentieth-century British poetry to World War II. Cushman, Kirby-Smith.

561 Eighteenth-Century Writers (3:3).
Selected major writers, 1660-1800, from among Dryden, Swift, Pope, Johnson, and others. Evans.

563 American Poetry from the Beginnings to the Late Nineteenth Century (3:3).
American poetry and related critical theory with special emphasis on Taylor, Poe, Emerson, Whitman, and Dickinson. Davis.

567 The English Novel through Scott (3:3).
Historical and critical study with emphasis on the novel in the eighteenth century. Evans.

568 The English Novel from Austen through Hardy (3:3).
Historical and critical study with emphasis on the novel in the nineteenth century. Bulgin.

570 The Structure of Verse (3:3).
Verse forms and sound patterns in English and American poetry. Chappell, Kirby-Smith.

571 The Structure of Fiction (3:3). Pr. admission to the M.F.A. Program or permission of instructor.
The elements of prose fiction, with an emphasis on the theory and art of narrative structure. Zacharias.

582 The Modern Drama (3:3).
Drama of late nineteenth century and twentieth century, continental, English, and American.

For Graduate Students Only

601 English Studies: Content, Methods, and Bibliography (3:3).

602 English Studies: Genres and Modes (3:3).

603 Modern Irish Literature (3:3).

609 Studies in Middle English Literature (3:3).

611 Studies in English Renaissance Literature (3:3).

619 Seminar on Publishing (3:3).

622 Writing and Editing Internship (3:3).

633 Studies in Nineteenth-Century American Literature (3:3).

634 Studies in Twentieth-Century American Literature (3:3).

635 Studies in African American Literature (3:3).

636 Studies in American Poetry (3:3).

640 Studies in Shakespeare (3:3).

644 Studies in Romanticism (3:3).

645 Studies in Victorian Poetry (3:3).

647 Studies in Victorian Prose (3:3).

651 Studies in Contemporary Literary Theory (3:3).

655 Modern British and American Literature (3:3).

656 Contemporary British and American Literature (3:3).

660 Modern English (3:3).

661 Theory and Practice of Rhetoric (3:3).

665 Eighteenth-Century Prose (3:3).

666 Studies in Eighteenth-Century Literature (3:3).

667 The English Novel (3:3).

668 Directed Reading (3:3).

671, 672 Graduate Tutorial in Writing: Fiction (3:3), (3:3).

673, 674 Graduate Tutorial in Writing: Poetry (3:3), (3:3).

675, 676 Graduate Tutorial in Writing: Plays (3:3), (3:3).

677, 678 Special Problems in Writing (3:3), (3:3).

680 Teaching Internship in English (3).

681 Theories and Practices in the Teaching of College English (3:3).

692 Studies in the History of Rhetorical Theory and Practice (3:3).

693 Classical Rhetoric (3:3).

694 Modern Rhetorical Theory and Criticism (3:3).

695 Seminar in Composition Studies (3:3).

699 Thesis (6).

780 Independent Doctoral Study (1-6).

799 Dissertation (12).

800 Graduate Registration.

DEPARTMENT OF GEOGRAPHY

129 Graham Building

Gordon Bennett, Professor and Head of Department

Professors Hidore, Rees; Associate Professor Patton; Assistant Professors Debbage, Lewis; Visiting Assistant Professor Hazard

The Department of Geography offers a program which has three principal objectives; to promote the understanding of the locational dimensions of human behavior in their environmental context; to offer a curriculum where geographic concepts and methods are applied to understanding economic, environmental and social problems at the urban and regional scale; and to promote international understanding through area studies. Thus, the purposes of the program are to contribute an important dimension to the university student's liberal education and to provide practical training in important contemporary areas of concern as well as the background appropriate for certain vocations.

Graduating majors of the department have found careers in business and industry, in urban and regional planning agencies, in departments of federal and state governments, and in teaching. Job titles include: city or regional planner, cartographer, demographer, resource analyst, land or economic developer, location analyst, and teacher. Many graduates find that an undergraduate degree in geography is an excellent foundation for advanced graduate work or professional training in planning, business or law.

Special facilities of the department include fully equipped laboratories in computer cartography, geographic information systems and remote sensing with a variety of other specialized locational analysis programs for both instruction and research.

GEOGRAPHY MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours

General Major and Concentrations

- Urban Planning
- Earth Science/Environmental Studies

The **Geography Major** requires four courses from a selection of more than twenty and requires a minimum of 24 semester hours in geography above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. Students may elect a general geography major or they may complete additional courses for a concentration in Urban Planning or Earth Science/Environmental Studies. Students seeking teacher licensure should see "Teacher Education" in Chapter 6. Licensure in social studies is available for geography majors.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College require-

ments. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

A minimum of 24 hours in geography above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. Only grades of "C-" or higher will count toward completion of the major and concentrations.

Core Courses for Geography Major and Concentrations

1. One course from GEO 321, 322, 323, 521, 522.
2. One course from GEO 103, 111
3. One course from GEO 105, 114, 202, 301, 302, 303, 502, 533.
4. One course from GEO 102, 104, 313, 344, 560.

Urban Planning Concentration

The inter-regional shift of people and jobs in the United States and elsewhere over the past decades coupled with the movement away from large central cities has increased the need for formal urban and regional planning. Planners are needed in the private sector as well as in state and local governments to provide the appropriate kinds of economic and community development that will ensure a high quality of life in both developed and developing countries. In a growth region like the Southeastern States geographers with a planning background are in increasing demand.

In addition to the core courses in geography listed above, students choosing this concentration are required to take GEO 202, 301 and 105 or 303, plus five courses from the following: GEO 302, 320, 321, 322, 344, 502, 522, 533.

Earth Science/Environmental Studies Concentration

A central theme of geography is human interaction with the earth's physical environment. This concentration permits students to apply the basic scientific principles of physical geography, cartography and natural resource analysis to the problem of ensuring a high quality of life through maintenance of the natural processes that support human existence. This concentration also provides training to enhance the employment opportunities of students with a strong interest in environmental assessment and resource evaluation.

In addition to the core courses in geography listed above, required courses for students choosing this concentration are GEO 311, 311L, 314, 314L, and five courses selected from the following: GEO 205, 305, 312, 321, 323, 330, 505, 521.

Majors planning to teach geography/social studies in the secondary schools should plan their programs to include one of the following: GEO 102, 104, or 344 and one of the following courses: GEO 105, 114, or 202.

Related Area Requirements for General Geography Major

No specific additional courses beyond the core are required. Suggested courses in other departments and schools are recommended by the department.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

GEOGRAPHY MINOR

Any six courses (18 semester hours) constitute a minor, but the following suggested course sequences will be of interest to certain students pursuing specific majors and with certain career objectives such as planning, environmental conservation, or business:

1. General Geography Minor - 1 physical, 1 human, 1 regional, 1 techniques course; and any other two geography courses.
2. Minor emphasizing Urban Planning - any 6 courses from: 105, 202, 301, 302, 303, 344, 502, 533.
3. Minor emphasizing Environmental Studies - Six courses from list of courses included under this emphasis. GEO 303 also recommended.
4. Minor emphasizing Geographic Techniques - 105, 321, 322, 323, 521, 522 (for student desiring to acquire geographic research, writing, and cartographic techniques).
5. Geography Minor for majors in the School of Business and Economics - For the major who wishes to acquire knowledge of industrial location, international trade, demographic change and environmental impact: any six courses from: 103, 105, 202, 301, 302, 303, 344, 533.

GEOGRAPHY COURSES (GEO)

For Undergraduates

102 The Geography of the Western World (3:3).
A study of the geographical factors which combine to form the major cultural regions of North America, Europe, and Australia-New Zealand.

103 Introduction to Earth Science (3:3).
Survey of basic concepts and processes integrating the nature of the earth's three primary physical systems: the solid earth and continents; the ocean basins and the oceans; and the atmosphere's weather. *[NS, CPS].*

104 The Geography of the Nonwestern World (3:3).
A study of the geographical factors which combine to form the major culture regions of Africa, Asia, and the Soviet Union. *[NW, CNW].*

105 Cultural Geography (3:3).
Introductory project-oriented course concerned with the geographical characteristics of population, political systems, settlement patterns and livelihoods. *[SB, CSB].*

111 Physical Geology (3:3).
Survey of tectonic and erosional processes, mountain building, rivers, glaciers, deserts, and coastal landform development. *[NS, CPS].*

111L Physical Geology Laboratory (1:0:3). Pr. concurrent registration in GEO 111.
Laboratory demonstrations and map interpretation exercises to accompany GEO 111, which must be taken concurrently. *[NS, CPS].*

114 The Geography of World Affairs (3:3).
Contemporary problems and issues of and between nations of the world as they have evolved in their geographical settings. *[NW, CNW].*

202 World Production and Marketing Systems (3:3).
Characteristics and location of the world's resources, theory of industrial location, world patterns of industry. *[SB, CSB].*

205 Environmental Change: Its Nature and Impact (3:3).
Environmental changes related to human use of land, water, soils, minerals, and natural amenities. Planning for sustained use or preservation of land based natural resources.

301 Urban Geography: Global Patterns (3:3).
Urbanization processes and the development of megacities and urban hierarchies emphasizing the differences between cities from across the world. *[SB, CSB].*

302 Urban Geography: Land Use (3:3).
Internal structure of cities, including the role of transportation systems, socio-economic development, and the physical environment. Emphasis on differences within cities.

303 World Population Problems (3:3).
Major world population problems, trends, and significant policy and action alternatives for the future. Impact of various geographical factors on problems and trends. *[NW, CNW].*

305 Natural Hazards Assessment (3:3). Pr. 103 or equivalent.
Nature and geographical distribution of short-lived environmental hazards including earthquakes, hurricanes, floods, volcanic eruptions, and landslides. Factors contributing to increased hazard potential. Alternative human responses to short-lived hazards.

311 Weather and Climate (3:3). Pr. 103 or equivalent.
Introduction to the nature, origin, processes, and dynamics of the atmosphere. Consideration also of human modification of the atmosphere and of climatic change. *[NS, CPS].*

311L Climatology Laboratory (1:0:3). Pr. concurrent registration in 311.
Laboratory work to accompany 311. *[NS, CPS].*

312 Geomorphology of North America(3:3).
A survey of the various landscape regions of the North America. Emphasis on the relationships between the geologic, erosional, and climatic processes occurring in each region.

313 Natural Resource Regions of North America (3:1:6). Pr. 103 or 314 and permission of instructor.
Regional natural resource use and associated human interaction with the natural environment. Instruction takes place during an extended field trip across portions of North America.

314 Physical Geography: Landscape Processes (3:3). Pr. 103 or equivalent.
Examination of the processes responsible for the development of the earth's varied terrain characteristics. Analysis of environmental problems involving human impact on landscape and river systems. *[NS, CPS].*

314L Physical Geography Laboratory (1:0:3). Pr. concurrent registration in GEO 314.
Laboratory demonstrations and map interpretation exercises to accompany GEO 314, which must be taken concurrently. *[NS, CPS].*

320 Tourism Planning and Development (3:3).
Geographic distribution of tourist development. Emphasis on the spatial dimension of origin-destination flows, economic geography of the travel industry, socio-economic and environmental impacts. Emphasis on tourism planning issues. (Same as LES 320.)

321 Cartography (3:1:6).
The science of cartography with an emphasis on the use of maps as descriptive and analytical tools. Laboratory work introduces computer mapping, compilation, design, and symbolization.

322 Research Methods in Geography (3:3).
Use of the scientific method, data collection, spatial analysis, and technical writing. Development of fundamental research and quantitative skills in geography.

323 Remote Sensing (3:3).
Acquisition, analysis, and interpretation of digital and photographic imagery. Emphasis on use of satellite and aircraft imagery for classification and monitoring of the earth's physical and cultural landscape.

330 Elements of Hydrology (3:3). Pr. 103 or 311 or 314, or consent of instructor.
Introduction to the origin, properties, occurrence, circulation of the waters of the earth, including the application of hydrologic techniques for the evaluation of regional water budgets and problems relating to the conservation of water resources.

338 Regions of Latin America (3:3).
Geographic distinctiveness of Latin American regions, with an emphasis upon the physical foundation, bases of past development, and recent transformation. Major consideration given to Mexico/Central America, Peru/Bolivia, and Brazil.

344 Geography of the United States and Canada (3:3).
Study of the human and physical characteristics of the United States and Canada, with emphasis on the former. *[SB, CSB].*

491 Current Topics in Population (3:3). • May be repeated for credit when topic varies.
Multidisciplinary seminar dealing with major topics concerned with national and international issues. (Same as SOC 491.) (Not offered every year.)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

502 Urban Planning (3:3). Pr. 302 or consent of instructor.
Experiences in planning and primary concepts and procedures utilized by planners in city and local government agencies for improving the quality of the urban environment.

505 Seminar in Environmental Studies (3:3). Pr. 305 or 311.
Selected topics of current interest in environmental studies.

521 Advanced Cartography (3:3). Pr. 321 or consent of instructor.
Introduction to computer cartography and advanced photographic methods for map production. Design, production, and evaluation of computer and photographically generated maps.

522 Seminar in Population and Urban Studies (3:3). Pr. consent of instructor.
Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources. (Same as SOC 522.)

533 Industrial Development: State and Local (3:3).
Theories of industrial location; techniques to measure impact of industry on communities; policy and institutional issues related to state and local industrial development.

560 Seminar in Regional Geography (3:3). Pr. 338 or 344.
Smaller regions within Latin America, the United States, and Europe as case studies of regionalism and the regional method in geography. (Not offered every year.)

570 Applied Field Methods in Physical Geography (3:1:6). Pr. 103 or 314, or consent of instructor. • May be repeated as area of world visited changes.
Application of methods in physical geography. Topics include surveying, stream measurement, dendrochronology, and geomorphological mapping. Extended field trip required. (SU)

590, 591 Special Problems in Geography (3), (3). Pr. consent of faculty member with whom student wishes to work and at least 3 hours of previous work in geography.
Opportunity for advanced students to undertake independent study of field research of special interest.

Department of German and Russian

337-A McIver Building

Joachim T. Baer, Professor and Head of Department

Associate Professors Adams, Lixl-Purcell; Lecturers Ahern, Jensen, Pynes

The aim of the Department of German and Russian is to convey a deeper understanding for important foreign languages and cultures in the context of a liberal and humanistic education.

The following courses are intended both to impart useful skills and to contribute to the student's intellectual development and aesthetic experience. Language instruction courses provide the students with a basic speaking knowledge and with a reading knowledge that will enable them to inform themselves independently about the life and literature of German- and Russian-speaking countries. More advanced courses emphasize literary study and culture, which are the actual goals of the major in German.

The language laboratory provides the student with the facilities for aural and oral exercises. Cultural material such as film, records, and tapes is coordinated with classroom work. Students may also elect to live in UNCG's International House.

For all interested students a German coffee hour (Kaffeestunde) is held once a week, where students and faculty meet socially to speak German. The UNCG film program provides a German full-length film each month, and several Russian films each semester.

From time to time a UNCG Summer Study Abroad travel program in German-speaking countries is offered. Information on other summer programs abroad is available.

Students who wish to spend their junior year studying any subject at the Universities of Bamberg, Mannheim, Osnabrück, The Higher School of Commerce at Worms (UNCG partner institutions), or with other programs, must have completed intermediate German.

A major in German works in tandem with an International Business Studies major (first or second major). Students are strongly advised to familiarize themselves with this program's offerings on pp. 3898-389 in this Bulletin.

Majors in UNCG's International Studies major with a concentration in Russian Studies (for requirements, see pp. 389-391) may spend a semester or academic year at Joensuu University (Finland) and/or at Petrozavodsk University (Russia).

German Major (Bachelor of Arts)

Required: 122 semester hours.

The German Major, depending on the student's interest and other abilities, may lead into various careers such as teaching, government and international trade. The specialized study of German aims to improve language skills and to convey understanding of German culture, through the study of literature, film and works of German thought.

Students seeking teacher licensure should see "Teacher Education," Chapter 6.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a

complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum of 24 semester hours in German above the 204 level, including at least:

1. Two courses from 210, 301, 302, 307, 308, 311 (at least one from 301, 302).
2. GER 303 and one of the following: GER 304, 315 or 316
3. At least five total courses at the 300 level.
4. At least four total courses involving literature or cultural studies.

NOTE: Courses in German literature or culture in English translation (217, 218, 221, 315, 316) can only be used for Major credit if an appropriate amount of reading is done in German.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Related Area Requirements

Suggested but not required: ART 305; ATY 385, 387, 587; ENG 201, 202, 339, 340; HIS 391, 392, 572, 573; RUS 201, 202, 313, 314, 315, 316; PHI 252, 330.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

GERMAN MINOR

15 hours above German 102, including at least 6 hours at the 300-level. Courses in English translation may not be counted. NOTE: Courses in German literature or culture in English translation (217, 218, 221, 315, 316) can only be used for minor credit if an appropriate amount of reading is done in German.

RUSSIAN MINOR

15 hours above the 100-level of which the following twelve are compulsory:
RUS 203-204 (3:3)-(3:3); RUS 305, 306 (3:3), (3:3).

GERMAN COURSES (GER)

Courses Read in English

German literature courses read in English translation are as follows:

217, 218 Masterworks of German Literature Read in English (3:3), (3:3).

221 Germanic Mythology. Readings in English (3:3).

315, 316 German Civilization. Readings in English (3:3), (3:3).

A full description of the above courses will be found in numerical order in the German courses listed below.

For Undergraduates

101-102 Elementary German (3:3)-(3:3). • German 102 must be successfully completed to receive credit for German 101.
Essentials of grammar, graded reading, vocabulary building. Language laboratory required.

101B-102B Elementary German for Business and Economics Majors (3:3)-(3:3). • German 102 or 102B must be successfully completed to receive credit for German 101B.
Essentials of grammar and vocabulary with supplementary business vocabulary and reading of business texts. Language laboratory.

101R Elementary German Reading (1:1). Pr. concurrent registration in 101.
Optional supplementary reading course at the elementary level for students interested in improving their command of the language. Course meets two hours a week in second half of semester.

102R Elementary German Reading (2:2). Pr. concurrent registration in 102 or permission of instructor.
Optional supplementary reading course at the elementary level for students interested in improving their command of the language. Simple but unedited

literary texts used. Course meets two hours a week for the whole semester.

203 Elementary German (3:3). Pr. 101-102.
Continuation of the essentials of grammar begun in 101-102. Language laboratory required. *[CFL]*

204 Intermediate German Topics (3:3). Pr. 101, 102, 203 or equivalent.
Reading, composition and discussion, at an intermediate level, based on German texts on various topics. *[CFL]*

205, 206 Advanced Intermediate German Topics (3:3), (3:3). Pr. 204 or equivalent. • May be repeated if topics are different.
Topics will be of a cultural, historical and/or literary nature. The purpose of the course is to improve reading proficiency and introduce students to German language culture.

210 Intermediate German. Beginning Conversation (3:3). Pr. 101-102. • GER 210 does not satisfy the College foreign language [CFL] requirement.
Introduction to German conversation on an everyday level. Includes some reading as a basis for conversation. Willingness to participate is an essential. Concurrent review of grammar.

217, 218 Masterworks of German Literature Read in English (3:3), (3:3).
Reading and discussion in English translation of some of the best works of German literature. 217 - the Middle Ages, Baroque and Classical Periods, Romanticism, Realism. 218 - Naturalism, Turn of the Century, Expressionism, New Objectivity, parabolic drama, contemporary writers. *[WL, CWL].*

221 Germanic Mythology. Readings in English (3:3).
Course taught in translation. Myths of Northern Europe, their main personages and events as preserved in the heroic sagas and epics, the traces of these myths in later literature, in folklore and art, the history of their revival in the nineteenth century (Brothers Grimm, Richard Wagner), the variety of interpretations given to them. *[WL, CWL].*

301, 302 Topics for German Conversation and Composition (3:3), (3:3).
For students desiring some proficiency in spoken and written German. Conversation and composition based on various announced topics. Attendance at Kaffeestunde required unless excused by instructor.

303 Introduction to German Literary Studies (3:3). Pr. 204, or equivalent and permission of instructor.
Readings from various genres by representative authors of the Age of Goethe, Young Germany, Poetic Realism, Naturalism, and Expressionism, and contemporary literature. Introduction to methodologies of literary analysis.

304 German Popular Culture. An Introduction (3:3). Pr. 204 or equivalent and permission of instructor.
History and analysis of German popular culture in the age of modernism. Readings and discussions of works by authors such as Spengler, Benjamin, Freud, Bovenschen, Enzensberger, Habermas.

305, 306 Advanced Topics in German Literature and Culture (3:3). Pr. 204 or permission of the instructor. • May be repeated for credit if topics are different.
Topics will be of a cultural or literary nature. Taught in German or English.

307 Advanced German Grammar (3:3). Pr. two intermediate German courses or equivalent.
Intensive study of German grammar (including features not covered in lower levels of instruction) and of the contrasting structures of German and English. Introduction to reference tools.

308 History of the German Language (3:3). Pr. two intermediate German courses or equivalent.
Study of major language changes from Indo-European to modern High German, of short texts in Old High and Middle High German literature, and of theories of language change.

311 Business German (3:3). Pr. 203 or its equivalent.
Introduction to the special vocabulary and syntax of German as used in business contacts, correspondence and articles. Practice in reading and writing German for business purposes and travel. *[CFL]*

315, 316 German Civilization. Readings in English (3:3), (3:3).
Cultural, political, and social development of Germany from its origin to the present. 315 - Middle Ages (Romanesque, Gothic) through the fifteenth century. 316 - from the Reformation to the present. Attention given to the German elements in America. Use of films, slides, and records. Taught in English. Majors required to do additional reading in German.

401, 402 Tutorial (1 to 3), (1 to 3). Pr. permission of instructor. • May be repeated for credit when topic varies.
Directed program of reading, research, and individual instruction in Germanic literatures and languages.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

RUSSIAN COURSES (RUS)

Courses in English Translation

Russian Literature in English translation courses are as follows:

201, 202 Russian Literature in Translation (3:3), (3:3).
313 Tolstoy in Translation (3:3).
314 Dostoevsky in Translation (3:3).
315 Soviet-Russian Literature in Translation (3:3).
316 Modern Polish Literature in Translation (3:3).
511 The Russian Novel in Translation (3:3).

A full description of these courses will be found in numerical order in the Russian courses listed below.

For Undergraduates

101-102 Elementary Russian (3:3)-(3:3). • Russian 102 must be successfully completed to receive credit for Russian 101.
Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

101a, 102a Elementary Russian Drill (1:1), (1:1). Pr. concurrent registration in 101-102.
Optional drill section to reinforce material of 101-102.

150 Applied Russian (1:1). Pr. Admission to International House. • May be repeated for credit up to a total of four semester hours. • Grade: Pass/Not Pass (P/NP). • May not be used to satisfy foreign language requirement.
Russian Studies majors and minors living in International House agree to use Russian in communication and to participate in one hour per week of Russian conversation on assigned topics. They further commit themselves to participation in other activities of the Russian Studies Program.

201, 202 Russian Literature in Translation (3:3), (3:3).
Survey of Russian prose beginning with early Russian Literature and focusing on nineteenth-century Russian prose up to 1917. Works from the following writers are read: Pushkin, Gogol, Lermontov, Goncharov, Turgenev, Leskov, Garshin, Kuprin, Chekhov, Bunin, Belyj, Sologub. No knowledge of Russian required. Baer. *[WL, CWL].*

203-204 Intermediate Russian (3:3)-(3:3). • Russian 204 must be successfully completed to receive credit for Russian 203.
Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature. *[CFL]*

305, 306 Advanced Grammar, Conversation and Composition (3:3), (3:3).
Intensive reading of unedited Russian texts plus conversation and composition based on the reading. Baer.

313 Tolstoy in Translation (3:3).
Intensive study of his artistic writing between 1852-1910. Tolstoy's moral views are considered as part of the course. Baer. *[WL, CWL].*

314 Dostoevsky in Translation (3:3).
Intensive study of his artistic writing between 1846-1880. His political and religious views are considered as an integral part of the material of the course. Baer.

315 Twentieth-Century Russian Literature in Translation (3:3).
Intensive study of the artistic writing in Russia from 1917 to the present. Readings cover poetry and prose of Sholokhov, Ilf and Petrov, Pasternak, Evtushenko, Solzhenitsyn, and others. Baer. *[WL, CWL].*

316 Modern Polish Literature in Translation (3:3).
Intensive study of the artistic writing in Poland from 1918 to present. Readings cover poetry and prose of Zeromski, Wittlin, Gombrowicz, Witkiewicz, Schulz, Iwaszkiewicz, Rozewicz, Tuwim, Andrzejewski, Milosz, and Herbert. Baer. *[WL, CWL].*

317, 318 Russian Culture and Civilization (3:3), (3:3).
Survey of Russian architecture, painting, and music from medieval times to present. Russian and Soviet cultural development examined chronologically within its religious and secular context.

401, 402 Independent Study of Russian Literature (1 to 3), (1 to 3).
Directed programs of independent study and research. Topics in the poetry and prose of the eighteenth, nineteenth, and twentieth centuries. Depending on student's qualifications, the readings will be either in translation or in the original. Baer.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

511 The Russian Novel in Translation (3:3).
Survey of the Russian novel from the nineteenth (Pushkin, Gogol, Turgenev, Goncharov, Dostoevsky, Tolstoy), to the twentieth century (Belyj, Sologub, Pasternak, and Solzhenitsyn). Analysis of artistic structure and ideas within the context of Russian literary history, philosophy, and religious thought. Baer.

Department of History

219 McIver Building

Steven F. Lawson, Professor and Head of Department

Professors Calhoon, D'Emilio, Link, MacKenzie, Melton, Saab, Schleunes, Schweninger; Associate Professors Bilinkoff, Caneva, Cassell, Clowse, Cooley, Floyd, Mazgaj, Ruzicka; Assistant Professors Blair, Enstad, Kriger, Tolan, Tolbert; Lecturer Hatcher

History, at the most general level, provides students not just with the collective memory of their own national heritage but with an opportunity to gain perspective on this heritage by comparing it with the legacies of other nations and even other civilizations. Courses offered by the History Department, therefore, range from American through European history to histories of non-Western civilizations. In addition to giving students a knowledge of their own national development and a comparative perspective from which to evaluate it, history is designed to produce an awareness of the circumstances surrounding change and continuity over time and how both alter the quality of human life. This knowledge is important not only because human beings have difficulty in knowing where they are unless they know where they have been, but also because, in Santayana's words: "Those who cannot remember the past are condemned to repeat it."

The **History Major** prepares students for career opportunities in a wide range of employment, where liberally educated minds can be turned to fruitful account. It offers an excellent general background for later, more specialized studies in fields such as law and journalism. A number of history majors go on to work in public service at the local, state, and federal levels or find employment in those areas of the private sector where a premium is put on a sound general education. Finally, many history majors employ their skills more directly: in the teaching profession (from the primary through graduate school levels), in museums and archives, or in the expanding field of historical preservation work.

The department offers programs leading to the Bachelor of Arts degree in history, the Master of Arts in history, and the degree of Master of Education with a concentration in history or social studies.

All 200-level courses are open to freshmen; all 300-level courses are open to sophomores; 400- and 500-level courses are open to juniors and seniors.

History Major (Bachelor of Arts)

Required: 122 semester hours.

Students seeking teacher licensure should see "Teacher Education" in Chapter 6.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 30 semester hours above the 100-level, where History is the primary major. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

All majors must maintain a grade point average of at least 2.0 in history courses to qualify for a degree in history.

The department divides its undergraduate offerings into three fields (see courses listed below): Western Europe, United States, and the Wider World. For the primary major, the minimum of 30 semester hours must include 12 semester hours at the 200-level with no more than 6 hours in the Western European field; 12 semester hours at the 300-level, and 6 semester hours at the 500-level, which must include HIS 511a, b, or c (Seminar in Historical Research and Writing). To ensure that each major has breadth in his or her program, of the 30 semester hour minimum a student must take at least 6 hours from each of the three fields (Western Europe, United States, Wider World).

For the second major, of the 24-semester hour minimum, a student must take at least 6 hours from each of the three fields. Furthermore, at least 6 hours of the 24-semester hours minimum must be taken at the 500-level.

Field I: Europe

220, 221, 222, 223, 251, 252, 311, 315, 349, 351, 353, 354, 355, 357, 358, 360, 363, 364, 365, 366, 368, 369, 371, 373, 374, 375, 376, 380, 391, 392, 393, 397, 398, 510, 511b, 541, 542, 544, 560, 562, 563, 564, 567, 571, 574.

Field II: United States

211, 212, 301, 302, 328, 329, 330, 335, 336, 337, 338, 339, 340, 343, 344, 347, 359, 502, 505, 511a, 512, 515, 517, 518, 520, 522, 524, 526, 530, 545a, b, 549, 550.

Field III: Wider World

203, 204, 214, 215, 216, 217, 218, 239, 240, 303, 304, 306, 307, 308, 320, 321, 361, 370, 377, 378, 379, 381, 383, 384, 385, 386, 389, 508, 511c, 538, 540, 575, 577, 587, 588.

Other

Individual study courses for the most part; will vary according to subject taught each time: 305, 390, 401, 402, 493

Related Area Requirements

Because history is closely related to many other disciplines, we strongly recommend that history majors consult their advisors about using their liberal education requirements and electives to build a coherent series of cognate courses. Students interested in the various national histories may wish to pursue language and literature courses in the same area; students interested in social and institutional history may wish to pursue courses in the social sciences such as anthropology, sociology, political science, and economics; students interested in cultural and intellectual history will profit by work in philosophy, religious studies, and art and music history.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

History Minor

The History Minor complements majors in a variety of fields, including English, the languages, and the other social sciences. Requirements are flexible to permit students to select courses with the help of their major departments, which will develop and extend their individual interests

as expressed in their majors. The minor shall comprise 15-21 semester hours in history; it may include two courses at the 100-level. If six hours of Western Civilization are taken with a team or panel which includes a member of the History Department, three hours may be counted toward the History Minor. Students should register for the History Minor in the History Department Office, 219 McIver Building.

History Courses (HIS)

For Undergraduates

203 History of Africa to 1870 (3:3).
Early African empires, the spread of Islam, European exploration, the Atlantic slave trade and its effects, slavery in Africa, white settlement in South Africa. Kriger. *[NW, CNW].*

204 History of Africa since 1870 (3:3).
Colonial partition, missionaries, wars of resistance, styles of colonial rule, development and underdevelopment, independence movements and de-colonization, neo-colonialism, capitalism and socialism, civil wars, apartheid in South Africa. Kriger. *[NW, CNW].*

211, 212 The United States: A General Survey (3:3), (3:3). • Not open to those who have prior credit for HIS 103.
First semester: to 1865. Second semester: since 1865. *[HP, CHP-CMO].*

214 Foreign Affairs in World History (3;3).
An intercultural study of the development of foreign affairs from the rise of civilization to the contemporary period. Cooley.

215 The Civilizations of Asia (3:3).
History, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea. Cooley. *[NW, CNW].*

216 The Civilizations of Asia (3:3).
Impact of West on Asia and Asia's response; development of nationalism and Communism. Focus is on India, China, and Japan in nineteenth and twentieth centuries. Cooley. *[NW, CNW].*

217, 218 The World in the Twentieth Century (3:3), (3:3).
Major developments which shaped contemporary world, with emphasis on two world wars, Russian and Chinese revolutions, emergence of a third world of new nations, and impact of modernization and mass culture. First semester: 1900 to 1939. Second semester: since 1939.

220 The Ancient World (3:3).
Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. Ruzicka. (Same as CCI 209) *[HP, CHP-CPM].*

221 Medieval Legacy (3:3).
Survey of Western European history from the end of the Roman Empire to the fifteenth century exploring such varied aspects of the medieval experience as pilgrimage, crusade, peasant life, the emergence of national states, and the rise of the university. *[HP, CHP-CPM].*

222 Europe 1400-1789 (3:3).
Survey of major socio-economic, political, and cultural trends in Europe from the Renaissance to the French Revolution. *[HP, CHP-CPM].* (Formerly HIS 222, Early Modern Europe)

223 Modern Europe (3:3).
Survey of major socio-economic, political, and cultural trends in Europe from the French Revolution to the present. *[HP, CHP-CMO].*

239 Latin America: Colonial Period (3:3).
Introduction to the early history of Latin America. Emphasis on the clash of cultures, Indian-Spanish relations, and the structure and mechanisms of empire. *[NW, CNW]*

240 Latin America: National Period (3:3).
Introduction to the political and economic history of Latin America since independence. Survey covers political dynamics, social transformations, and the evolution of export economics. *[NW, CNW].*

251, 252 The History of Western Science: A Survey (3:3), (3:3).
Introduction to major developments in the history of Western science. First semester: from antiquity to the Scientific Revolution. Second semester: from 18th to 20th century. Caneva. *[HIS 251: HP, CHP-CPM; HIS 252: HP, CHP-CMO].*

301 Race and Slavery (3:3).
Examination of the black experience from ancient to modern times, including pre-colonial Africa, the Atlantic slave trade, slavery in the Americas with special emphasis on the United States before 1865. Schweninger. *[HP, CHP-CMO].*

302 Race and Segregation (3:3).
Race and segregation in the United States since the Civil War, including the origins of Jim Crow laws, civil rights movement, black urbanization, the Harlem

Renaissance, black nationalism, and the black experience in America. Schweninger. *[HP, CHP-CMO].*

303 South Africa and Its Neighbors (3:3).
Early African societies and states, slave trade and slavery, European settlement and expansion, mineral revolution, colonialism and independence in Zimbabwe, Angola, Mozambique, Namibia; apartheid and African nationalism in South Africa.

304 Women in African History (3:3).
The contributions of African women to society, politics, and economic growth from the pre-colonial era to the present; how Islam, slavery, colonialism, and modern developments have affected African women. Kriger.

305 Special Topics (3:3). • May be repeated for credit when topic varies.
Special Topics in history not other wise covered at the undergraduate level.

306 A History of Islam in Africa (3:3). • Not open to freshmen.
Examines opportunities, challenges, and threats presented by Islam, and varying ways individual Africans and their communities have responded to it since the 7th century.

307, 308 The World in Our Time (3:3), (3:3).
World developments since 1945. First semester: through 1960. Second semester: since 1960.

311 Darwin and the Theory of Evolution (3:3).
Study of the background, genesis, and reception of Darwin's theory in its scientific and social context as the basis for an examination of the nature and scope of scientific explanations. Caneva. *[AE, CAE].*

315 Witchcraft and Magic in European History (3:3).
Examination of witchcraft beliefs and persecution as a way of studying the social history of Europe before industrialization. Emphasizes the "Witch Craze" of the sixteenth and seventeenth centuries. Bilinkoff.

320 Central American History (3:3).
The political structure and economies of the Central American republics from 1821 to 1979. Emphasis on political competition under the strain of forced expansion and the dynamics of agrarian relations.

321 Latin America and the United States (3:3).
A history of inter-American relations from the Monroe Doctrine to the Caribbean Basin Initiative. An examination of traditional interpretations and contemporary arguments and the Latin American context and perspective.

327 American Cultural History (3:3). • Not open to freshmen.
Using paintings, houses, literature, radio, television and other materials, this course explores the creation and development of American culture from early settlement through the twentieth century. *[HP, CHP-CMO].*

328 Women in American History, Part I (3:3).
A history of women in the U.S. from colonial times through the Civil War. Topics include roles, status, image, family, work, and racial and class differences in experience. Enstad.

329 Women in American History, Part II (3;3).
A history of women in the U.S. since the Civil War. Topics, include roles, status, image, family, work, and racial and class differences in experience. Enstad.

330 The Family in American History (3:3).
Relating the family to other major elements of American society and culture - households and communities, the market economy, the democratic ethos, and urbanization. Introduction of students to genealogical, oral, and traditional historical research into the history of particular families, including their own.

335 The American Colonial Period, 1607-1763 (3:3).
Selected topics pertaining to development of colonies to eve of American Revolution. Clowse. *[HP, CHP-CMO].*

336 The Age of the Democratic Revolution, 1764-1789 (3:3).
The politics, social structure, warfare, and ideology of the American Revolution set against the background of early modern European thought and modern American constitutional development. Calhoon. *[HP, CHP-CMO].*

337 The Age of Jefferson and Jackson, 1789-1848 (3:3).
A study of American History, 1789-1848, including examination of political events and politicians, economic and social trends and developments, and growth of sectionalism. Clowse.

338 Civil War, Reconstruction, and Reunion, 1848-1896 (3:3).
American history from the end of the Mexican War to the Bryan campaign, centering on the slavery controversy, Civil War and Reconstruction, industrialization, urbanization, and agrarian problems.

339 War, Society, and Reform: America, 1896-1945 (3:3).
Examines the impact during the first half of the twentieth century of two world wars, reform, industrialization, the changing status of women and minorities, and the emergence of mass culture. Link.

340 The United States since World War II (3:3).
Recent American society, focusing on such critical issues as McCarthyism, rise of radical right, civil rights struggle, new feminism, and student radicalism. D'Emilio, Lawson.

343 The Old South (3:3).
Economy, society, and polity of the South from colonial times to the Civil War. The institution of slavery. Emphasis on period 1820-1860.

344 The New South (3:3).
Southern history from Reconstruction to the present. Emphasis on race, politics, agriculture, and industry.

347 History of North Carolina (3:3).
History of North Carolina from its colonial origins to the twentieth century, including the evolution of its political system, economy, social structure, and culture. Link, Hatcher.

349 The World at War, 1914-1945 (3:3).
Study of the two world wars of this century. Emphasis upon socio/political systems responsible for the wars; military systems which fought them; and impact of the wars on the world. Cassell.

351 History of Greece, 2000 B.C.-31 B.C. (3:3).
Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization. Ruzicka. (Same as CCI 351)

353 Athens in the Fifth Century B.C. (3:3).
Study of the social and political history of Athens in the fifth century B.C. Pr. 209 or 351 or permission of instructor. Ruzicka. (Same as CCI 353)

354 The Roman Republic, 754 B.C.-44 B.C. (3:3).
Study of the social and political forces that led to Rome's conquest of the Mediterranean World - and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean, and the decline of the Republic. Ruzicka. (Same as CCI 354)

355 The Roman Empire, 44 B.C-337 A.D. (3:3).
Survey of politics and society at Rome under the Empire, when Rome dominated Western Civilization. Topics covered include: Augustus and the rise of one-man rule at Rome, the long "Roman Peace" and the civilizing of Europe under the Emperors, the rise of Christianity, and the transformed Empire of Constantine the Great. Ruzicka. (Same as CCI 355)

357 Renaissance and Reformation in Europe (3:3).
History of the period 1350-1600 in which profound social, intellectual, and religious change transformed European society. Examination in depth of great writers and thinkers of the period, such as Petrarch, Machiavelli, Luther, Calvin, and Loyola, as well as the political and socio-economic context in which they flourished. Bilinkoff. *[HP, CHP-CPM].*

358 Medieval Universities (3:3).
Background, origin, and contributions of the medieval schools and universities to western intellectual history from 1110-1400.

359 Sexuality in Historical Perspective (3:3).
Survey of the history of sexuality since the 17th century, with emphasis on America. Topics include agrarian sexual patterns, the impact of industrialization, Victorianism, birth control, the effects of Freud, and the 20th century "sexual revolution." D'Emilio.

360 The Structure of Scientific Change: Topics in the History of Science (3:3).
In-depth examination of selected topics to elucidate the nature of scientific change. Representative topics: Thomas Kuhn's image of science; the Chemical Revolution; evolution; relativity. Caneva. *[AE, CAE].*

361 The Ottoman Empire and Republic of Turkey (3:3).
Study of the rise, fall, and rebirth of Turkish power in the eastern Mediterranean from the thirteenth century to the present. Saab. *[NW, CNW].*

363 European Economic History (3:3). Pr. ECO 201.
Study of the evolution of European economies from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital. (Same as ECO 363) Snowden.

364 The French Revolutionary Era (3:3).
France in the age of the French Revolution, including the old regime, Enlightenment, narrative and interpretive treatment of the Revolution. Mazgaj.

365 Modern France (3:3).
Social, political, and cultural forces that shaped France through the Third Republic, World Wars, rise of communism and fascism, Occupation and Resistance, postwar Fourth and Fifth Republics. Mazgaj.

366 The Origins of Modern Political Thought (3:3).
The development of the major Western political traditions (republicanism, liberalism, conservatism) from the Renaissance to the American and French Revolutions with emphasis on the historical context. Mazgaj. *[AE, CAE].*

368 Medieval Thought and Learning from 300 to 1500 (3:3).
A survey of the formation of a medieval intellectual tradition and its institutional expression in the Latin West from late Roman times to the sixteenth century. *[HP, CHP-CPM].*

369 History of Spain (3:3).
Exploration of major themes in Spanish history, including the concept of crusade, the experience of empire, and struggle for religious, ethnic, and political unity. Focuses on Spain during its "Golden Age" (1500-1700). Bilinkoff. *[HP, CHP-CPM].*

370 Revolutions in 20th Century Latin America (3:3).
Comparative history of revolution in twentieth-century Bolivia, Cuba, Guatemala, Mexico, and Nicaragua.

371 Europe since 1920 (3:3).
Domestic developments, internal policies, and international relations of major countries of Europe, from Treaty of Versailles to present, with special attention to origins of World War II. Saab.

373 English History to 1660 (3:3).
Origins and evolution of English culture and English constitution. Melton. *[HP, CHP-CPM].*

374 English History since 1660 (3:3).
Continuation of 373. May be taken separately. Melton. *[HP, CHP-CMO].*

375 Germany in the Nineteenth Century, 1800-1914 (3:3).
Examination of German social and political structures and their functioning between 1800 and outbreak of World War I. Attendant emphasis placed upon cultural and intellectual issues which illuminate German (and European) culture of the nineteenth century. Schleunes.

376 German History, 1914-1945 (3:3).
German social and political structures and their functioning during World War I, Weimar Republic, and Third Reich with attendant emphasis on cultural and intellectual themes. Schleunes.

377 Russian History to 1900 (3:3).
Introduction to old Russia of Kiev and Muscovy, followed by a more intensive survey of eighteenth and nineteenth centuries. MacKenzie. *[NW, CNW].*

378 Russian History since 1900 (3:3).
End of Tsarist Empire, Revolution of 1917 and its aftermath, Soviet Union under Stalin, and recent developments. MacKenzie.

379 Russia in World Politics Since 1815 (3:3).
Major problems in Russian and Soviet foreign relations since Crimean War. MacKenzie.

380 Terrorism, Nationalism and Revolution in Modern Europe (3:3).
Development of terrorism, secret societies and revolutionary movements related to nationalism in Europe, from 1789 to the 1950s. Special emphasis on Russia and Serbia. MacKenzie.

381 The Near and Middle East (3:3).
Emphasizes developments since World War I. Saab. *[NW, CNW].*

383 Chinese History to 1800 (3:3).
Early Chinese Civilization: Imperial Period; first dynasties; Early Modern China. Cooley. *[NW, CNW].*

384 The Modern Transformation of China: 1800 to Present Day (3:3).
Coming of Europeans; decline of imperial institutions to 1870; Western impact and Chinese reforms, 1870-1945; contemporary China. Cooley. *[NW, CNW].*

385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji (3:3).
Creation myths - archaeological record, warrior aristocracy under Chinese veneer, Japanese feudalism: Shoguns, daimyo samurai, servants of Christ, diplomats, seclusion, and civil war. Cooley. *[NW, CNW].*

386 Creating Modern Japan, 1867 to the Present (3:3).
Meiji Restoration and the West, Radical Nationalism, Parliamentary government, World War II from Manchurian Incident through MacArthur. Present day Japan. Cooley. *[NW, CNW].*

389 History of Politics and Society in West Africa (3:3).
Civilizations and empires before 1500; the Atlantic slave trade and its effects; stateless societies; kingdoms, politics, and society, 1500-1900; Islam and Christianity; European colonialism; African resistance; independence movements. *[NW, CNW].*

390 History Internship (3). Pr. consent of department head. • May be repeated for credit.
Field learning experience in public or applied history. Academic supervision provided by job supervisor. Assigned reading and written reports.

391 The Holy Roman Empire (3:3).
The Holy Roman Empire, later known as Germany, from its origin to its destruction by Napoleon. Focus on Christianization of Germany, medieval monarchy, Reformation, Thirty Years War, rise of Prussia. Schleunes.

392 The Holocaust; History and Meaning (3:3).
This course examines the history of the Nazi Holocaust during World War II and explores a variety of meanings—intellectual and artistic—that have been imposed upon it. Schleunes.

393 Medieval Church and State (3:3).
Course examines origins, elaboration, and impact of political thought in the West as it arose out of the ongoing transformation of the medieval church and state from circa 300-1500.

397 Modern European Thought (3:3).
Intellectual and cultural history from the Enlightenment through Modernism. Emphasizes origins and maturation of Western ideological traditions with extended treatment of selected figures and themes (e.g., Marx and Nietzsche). Mazgaj. *[HP, CHP-CMO].*

398 Contemporary European Thought (3:3).
Intellectual and cultural history from Modernism to the present. Emphasizes relation between culture and politics with extended treatment of selected figures and themes (e.g., Camus and Sartre). Mazgaj.

401, 402 Individual Study (1 to 3), (1 to 3).
Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

Prerequisite for ALL 500-level courses: either the completion of six hours of 300-level History courses or the permission of the instructor.

502 Blacks in American History: Selected Topics (3). • May be repeated once for credit.
Examination of selected topics in black history including African beginnings, slavery, racial attitudes, and civil rights. Schweninger.

505 Introduction to Archival Management (3:3). Pr. consent of instructor.
Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. (Same as LIS 505)

508 Latin America: Selected Topics (3:3). Pr. one course in Latin American history or consent of instructor. • May be repeated once for credit when topic varies.
A study of select political and economic developments from a historical perspective. Topics include an examination of Hispanic democracy, the evolution of the military, and land tenure. Seminar format.

510 Historiography (3:3).
History of historical writing from Old Testament times to 19th century, with some attention to the philosophy of history and the development of the historical profession. Readings in major historians from Herodotus to Ranke.

511a,b,c Seminar in Historical Research and Writing (3:3), (3:3), (3:3). • Required of history majors. Pr. permission of instructor. • May be repeated once for credit when topic varies.
Locating and using historical source materials, written and oral, published and unpublished. 511a: American; 511b: European; and 511c: Wider World.

512 The Preservation of the American Past (3:3).
A history of America's past through museums (indoor and outdoor); collections and their interpretation; exhibitions and park and wilderness areas.

515 American Diplomatic History: The Twentieth Century (3:3).
Emphasis on most important crises and making of basic policy decisions from Spanish American war to present. D'Emilio.

517 American Economic History: Colonial Times to 1865 (3:3). Pr. ECO 201 or consent of instructor.
Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. (Same as ECO 517) Snowden.

518 American Economic History: 1865 to Present (3:3). Pr. ECO 201 or consent of instructor.
Evolution of the American economy from the Civil War to the present. Emphasis on economic performance through time measured against the goals of full employment, price stability, and rapid growth. (Same as ECO 518) Snowden.

520 Southern History: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Selected topics in the history of the American South from the colonial origins to our time. Examples include politics, education, economic development, reform, race, and gender.

522 Early American History: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in early American history including settlement, economic development, Puritanism, the Great Awakening, slavery, ethnicity, and pre-Revolutionary politics.

524 Twentieth Century U.S. History: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in twentieth century U.S. history including Progressive Era, World War I, the 1920s, the Great Depression and New Deal, World War II, McCarthyism, Civil Rights Movement, Vietnam War, the 1960s.

526 The Civil War and Reconstruction: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Causes of the Civil War. Military events and developments on the home front in wartime, North and South. Reconstruction policy in Washington and its implementation in the South.

530 History of Sexuality: Selected Topics (3:3). Pr. for undergraduates, HIS 359 or the permission of the instructor. • May be repeated once for credit when topic varies.
Intensive exploration of critical themes in the history of sexuality, including such issues as fertility control, sexual identity, and sexual politics. D'Emilio.

538 South America (3:3). Pr. one course in Latin American history or consent of instructor.
A comparative study of the political and economic history of select countries. Emphasis on the variety of the Latin American experience; similarities and differences among the republics. Concentration on late nineteenth century to 1974. Seminar format.

540 Middle America (3:3). Pr. one course in Latin American history or consent of instructor.
An investigation into the history of Mexico and Central America. Emphasis on the political and economic developments in Mexico, 1876-1976, with special attention to the Revolution, and on the late nineteenth century to 1979 in Central America. Seminar format.

541 Ancient World: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions. (Same as CCI 541)

542 Middle Ages: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in medieval culture and society chosen from the broad categories of political, social, economic, intellectual, or religious history.

543 Historic Preservation: Principles and Practice (3:3). Pr. HID 221, 222, or permission of instructor.
Study of change in historic preservation theory and practice since the 1800s with emphasis on preservation of built environment. Development of philosophical approach for designers to contemporary preservation projects. (Same as HID 543)

544 Early Modern Europe: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in early modern European history, including Renaissance cities, Protestant Reformation, Catholic Reformation, court cultures, impact of printing, gender and identity and the Age of Discovery.

545a,b Southern History and Southern Material Culture in a Museum Context (3), (3). Pr. consent of instructor. Students selected by individual application.
Combination of southern history and material culture with a museum practicum. Offered each summer at the Museum of Early Southern Decorative Arts in Winston-Salem. Gordon.

548 Architectural Conservation (3:3). Pr. HID 332, 301, or permission of instructor.
Overview of contemporary architectural conservation principles, practice and technology. A series of field exercises, group projects and investigation of an individual research topic expand upon lectures and readings. (Same as HID 548)

549 American Social History: Family and Religion (3:3).
American social history from the eve of colonization to Reconstruction, the family and communal organization of early American society, and the assumptions about human nature and destiny underlying culture and change.

551 Gender and History: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in Gender and History including Gender and Popular Culture; Gender, Labor, Race, and Class; History of Masculinity.

560 Nineteenth-Century Europe: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Selected topics address comparative political, social, and economic development of major European states and changing power relationships from the defeat of Napoleon to the end of the First World War.

562 Twentieth Century Europe: Selected Topics (3:3). • May be repeated for credit when topic varies.
Topics in 20th century European history including World War I, its impact on European thought and culture, the origins of World War II, the movement for European Unity, the Cold War.

563 Early Modern England: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in early modern British history, including the Protestant Reformation, political revolutions and economic and social change.

564 Modern Britain: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in modern British history such as the industrial revolution, parliamentary reform, loss of one empire and the creation of a second, World War I and II.

567 French History: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Study of specific themes and/or problem areas in French History. Mazgaj.

571 Modern European Thought: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Study of selected themes and/or problems in European intellectual and cultural history.

574 Modern Germany: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in modern German history including the Third Reich, Germany during World War I, Bismarckian Germany, ideology in Germany.

575 Modern Russian History: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in modern Russian history, including "Great Reforms, " industrialization, revolutionary movement, Marxism-Leninism, tsarist and Soviet foreign policy, Soviet politics, post-World War II changes, Gorbachev era, and end of Soviet Union.

577 Eastern Europe: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in modern east European history including partitioned Poland and national reawakening, the Czechs, Balkan nationalism, modern Serbian nationalist groups such as "The Black Hand."

581 African History: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying topics in African history including Central African Kingdoms, Pre-colonial West African Kingdoms, "Stateless" Societies of Africa.

587 Southern African Kingdoms, 1780-1897 (3:3).
The rise and decline of African nations in nineteenth-century southern Africa: state formation, economics and social change; historical methodology and the use of oral sources.

588 East Asian History: Selected Topics (3:3). • May be repeated once for credit when topic varies.
Varying history in East Asian history: a detailed examination of specific social, economic, political and intellectual facets of Chinese, Korean and Japanese history.

For Graduate Students Only

601 Seminar In European History (3:3).

602 Seminar in European History (3:3).

609 Colloquium in American History before 1865 (3:3).

610 Colloquium in American History since 1865 (3:3).

611 Seminar in American History (3:3).

612 Seminar in American History (3:3).

621 Colloquium in European History before 1800 (3).

622 Colloquium in European History since 1815 (3).

630a,b,c, Historical Conceptualization (3:3), (3:3), (3:3).

690 History Internship (3).

692 Advanced Topics in History (3:3).

697 Directed Reading (1 to 4).

699 Thesis (3 to 6).

800 Graduate Registration (0).

Department of Mathematical Sciences

383 Bryan Building

Paul F. Duvall, Professor and Head of Department

Professors Hildebrandt (Emeritus), Posey (Emeritus), Sher, J.Vaughan; Associate Professors Church (Emeritus), Gentry, Herr, Kissling, Landman, Lea, Long, Ludwig, Sadri, T. Vaughan; Assistant Professors Blanchet-Sadri, Byrd, Cooper, Love, Sivalingam, Wang; Instructors Griffin, Kilgariff; Lecturers Bradley, Carter, Keith, Koehler, Montgomery, O'Connor, Sallez, Sen, Shelton, Vruwink, Weigel

The Department of Mathematical Sciences offers undergraduate programs leading to the BA and BS degrees in Mathematics and the BS degree in Computer Science. It also offers graduate programs leading to the MA or ME. degrees in Mathematics (with specialities available in mathematics, computer science, or statistics) and the Certificate of Advanced Study (sixth-year program).

Mathematics and Computer Science are excellent majors for the student whose immediate objective is to acquire a strong liberal arts education. The goal of all of the Department's programs is to produce students who are both technically competent and sufficiently well grounded in theory that they can contribute to fundamental research in their chosen specialty. To give a professional direction to the student's liberal arts education, the mathematics major may elect a concentration in statistics or computer science, or seek secondary teacher certification. (Students seeking secondary teacher licensure should see "Teacher Education" in Chapter 6 of this catalog.) The Department of Mathematical Sciences can also help students design a plan of study emphasizing special interests, such as applied mathematics or computer systems analysis.

There are many opportunities for the undergraduate majors in the mathematical sciences in industry, government, business, and secondary school teaching. An undergraduate major in the mathematical sciences also provides excellent preparation for graduate studies in many areas, including actuarial sciences, computer science, economics, engineering, law, mathematics, operations research and statistics. The majors can be specialized to allow preparation for any of these goals.

The department offices, classrooms, and study areas are located in the Bryan Building. Students have access to computing facilities including personal computer laboratories, workstations, and VAX minicomputers. The campus is fully networked locally. The University is an Internet node, and students and faculty have access to the Internet's many features.

Mathematics Major (Bachelor of Arts and Bachelor of Science)

Required: 122 semester hours

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

The mathematics major must complete courses as specified below, and must maintain a grade point average of at least 2.0 in MAT/CSC/STA courses required for the major.

It is strongly recommended that students planning to pursue graduate study in Mathematics include at least two courses from MAT 591, 592, 595, 596, and two other courses from MAT 514, 515, 516, 517, 518, 531, 532, 540, 541, 542, 545, 546, 549, 556, 591, 592, 595, 596.

Requirements for the Bachelor of Arts

A. MAT 191, 292, 293, 310, 311, 394

B. Two 500-level courses chosen from the following list*: Any MAT course (excluding 503, 504, 505, 513); CSC 523, 524, 553, 555; STA 551, 552, 573, 574, 575

*Students seeking secondary teacher licensure must take one course from list B and must take the three courses MAT 504, 505, and 513.

C. Six additional hours chosen from the following list:

Any MAT course 200-level or above (excluding 220, 303, 304, 503, 504, 505)

CSC 322, 523, 524, 553, 555

STA 271, 351, 352, 551, 552, 573, 574, 575

D. CSC 130 or 230

E. PHY 101 and 102; or PHY 291 and 292; or CHE 103 and 104; or BIO 111 and 112

Requirements for the Bachelor of Science

Students must meet all of the requirements for the Bachelor of Arts and take two additional courses from list C above.

Computer Science Concentration

Students majoring in mathematics may elect to concentrate in computer science. Students seeking this concentration must satisfy the requirements for the B.S. degree and must include in their program: MAT 253; CSC 130, 230, 330; one of CSC 261, 339, 340; and two 500-level CSC electives.

Statistics Concentration

Students majoring in mathematics may elect to concentrate in statistics. Students seeking this concentration must satisfy the requirements for the B.S. degree and must include in their program: CSC 130, STA 351 (or 551), 352 (or 552), 573, 574, an approved course in analysis, and two additional statistics courses at the 200 level or above chosen with the advice and consent of the Department of Mathematical Sciences.

Secondary Teacher Licensure

Students seeking secondary teacher licensure must satisfy the requirements for the B.A. or B.S. degree and must include in their program: CSC 322 or MAT 390; STA 271 or 351; MAT 504, 505, 513; one course chosen from: MAT 514, 515, 516, 517, 518, 519, 520, 521, 531, 540, 549, 595, 596.

MATHEMATICS MINOR

The minor in mathematics consists of at least 15 hours of work in the department, to be arranged in consultation with an advisor and with 12 semester hours in courses above the 100 level.

NOTE: All minor programs must be approved by the Department of Mathematical Sciences.

Accelerated Masters Program for Undergraduates—BA or BS in Mathematics and MA or MEd in Mathematics

The Department of Mathematical Sciences offers an accelerated program that permits the exceptionally well qualified student to receive an undergraduate degree in mathematics (BA or BS) within a four year period and a Masters degree in mathematics (MA or MEd) in an additional year.

A thorough knowledge of calculus is necessary for much of the advanced work required to complete the undergraduate degree. Because of this, it is unlikely that a student would be able to complete the accelerated program without having AP calculus credit. Advanced Placement credit in other areas would also be helpful in order to reduce the number of required undergraduate hours; see courses on pp. 20-21 for which AP credit is available.

Most mathematics courses depend on previous knowledge and have significant prerequisites. It is therefore very important that students identify themselves as potential candidates for the accelerated program **early** in their academic careers in order to receive appropriate advising. Although formal admission to the accelerated program does not occur until the student achieves junior status, proper advising must take place as early as possible so that appropriate coursework can be chosen in the correct sequence. This is particularly important with respect to mathematics courses so that the student will be ready to begin advanced work in mathematics suitable for the masters degree as soon as possible.

Students in the accelerated program must meet all requirements for the respective degree received. No coursework may be counted toward more than one degree. Requirements for the undergraduate degrees are listed on pp. 177-178. The MA in mathematics requires 30 hours of graduate level mathematics including a thesis; the MEd in mathematics requires 33 hours at the graduate level including 24 hours in mathematics and 9 hours in education. Specific requirements for the MA and MEd are listed in the **Graduate School Catalog.**

Computer Science Major (Bachelor of Science)

Required: 122 semester hours

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. CSC 130, 230, 261, 312, 330, 339, 340, 553, 561, 562
2. CSC Electives: 12 hours; select one option below:
   Option 1—3 courses from Group A, and 1 course from any group
   Option 2—2 courses from Group A, CSC 521, and 1 course from any group
   Option 3—1 course from Group A, ISM sequence from Group B, and 2 courses from any group

Option 4—ISM sequence from Group B, CSC 521, 555, and either 539 or 1 course from Group C

Group A: CSC 322, 523, 524, 529, 593, 594

Group B: ISM sequence of 1 hour courses; all three courses must be taken: ISM 315, 316, and 317; CSC 521, 539, 555, 593, 594

Group C: CSC 467, 593, 594, PHY 512*, PHY 513*

* May be used either here or in Science Requirement 2 below

Supporting Discipline Requirements

1. MAT 191, 253, 292, 293, 310, 353
2. One of MAT 515, 531, 532, 541, 542, 556, STA 551, STA 552

Science Requirements

1. PHY 291 and 292, or CHE 111, 112, 114, 115 (these courses also fulfill the College physical science, laboratory science, and unrestricted science requirements).
2. At least 6 hours of science courses selected from ATY 253 or any course carrying credit toward a biology, chemistry, or physics major. (Only BIO 111, 112 or ATY 253 fulfills the College life science requirement as well as one course in this requirement).

Students must maintain a grade point average of at least 2.0 in the core courses, required electives, and required supporting discipline courses.

COMPUTER SCIENCE MINOR

The minor in computer science consists of at least 15 hours of work, chosen as follows:

1. MAT 253
2. CSC 130, 230, 330
3. One of CSC 261, 339, 340

NOTE: All minor programs must be approved by the Department of Mathematical Sciences.

COMPUTER SCIENCE COURSES (CSC)

For Undergraduates

101 Introduction to Computer Concepts (3:3).
Introduction to computers and computing. Topics cover impact of computers on society, ethical issues, hardware, and software applications.

130 Introduction to Computer Science (3:3). Pr. acceptable score on the mathematics placement test or a grade of at least C in MAT 119.
Programming in a high-level language. Emphasis on problem analysis, problem-solving techniques, and software design principles and techniques.

230 Elementary Data Structures and Algorithms (3:3). Pr. grade of at least C in 130.
Advanced syntax of high level language taught in CSC 130. Emphasis on modularization and abstraction. Big-O analysis of algorithms. Design and use of abstract data types with various implementations.

237 Programming Language Laboratory (1 to 3; 1 to 3). Pr. grade of at least C in 230. • May be taken twice for credit with permission of the Department Head.
Syntax and use of a programming language. Language covered announced at preregistration.

261 Computer Organization and Assembly Language (3:3). Pr. grade of at least C in 230.
CPU, memory, I/O devices, digital logic design, psw. Number representations and machine language. Assembly language instruction types, registers, addressing, arithmetic, instruction format, opcodes, pseudo-opcodes, assembler directives, system calls, and macros.

312 Ethics in Computer Science (1:1). Pr. grades of at least C in 230 and MAT 253. • Grade: Pass/Not Pass (P/NP).
Historical and social context of computing, ethical responsibilities of the computing professional, intellectual property rights, and risks and liabilities.

322 Linear Programming (3:3). Pr. grade of at least C in MAT 310.
Covers simplex computational procedure, minimum feasible solutions, artificial-basis technique, slack variables, perturbation techniques, cycling, parametric objective and dual problems, sensitivity analysis, and decomposition algorithms.

330 Advanced Data Structures (3:3). Pr. grades of at least C in 230 and in MAT 253.
Static and dynamic data structures emphasizing binary trees and graphs. Advanced programming techniques. Advanced sorting and searching algorithms. Hashing techniques. Performance analysis. Methods of developing large applications programs.

339 Concepts of Programming Languages (3:3). Pr. grade of at least C in 330.
Concepts of block-structured, object-oriented, functional, logic, and concurrent programming languages. Comparative study of syntactic and semantic features of these languages and writing programs using them.

340 Software Engineering (3:3). Pr. grade of at least C in in 330.
Practical and theoretical concepts of software engineering using the UNIX and C environment.

467 Computer Networks (3:3). Pr. grades of at least C in 261 and 330.
Introduction to Open Systems Interconnection seven layer model and protocols. LAN standards including Ethernet, token ring, token bus. Internet network architecture. TCP/IP and NFS protocols. Writing network applications programs.

For Advanced Undergraduates and Graduate Students

521 Computer Graphics and Image Processing (3:3). Pr. grades of at least C in 330 and in MAT 310, or consent of instructor.
Survey of graphics and image processing hardware, algorithms, data structures, and techniques.

523 Numerical Analysis and Computing (3:3). Pr. grades of at least C in 130, and in MAT 310 and MAT 293.
Number systems and errors, solutions of non-linear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equations.

524 Numerical Analysis and Computing (3:3). Pr. grade of at least C in 523.
Continuation of 523 with special topics in numerical analysis, emphasis on applied mathematics.

529 Artificial Intelligence (3:3). Pr. grade of at least C in 330.
Knowledge representations. Resolution refutation systems. Best-first search algorithms. Heuristic, minimax, alpha-beta pruning techniques. Selected topics from machine learning, natural language processing, expert systems, neural networks. Functional or logic programming language.

539 Introduction to Compiler Design (3:3). Pr. grades of at least C in 261 and 330 or consent of instructor. Successful completion of 553 helpful.
Basic techniques of compiler design and implementation: lexical analysis, parsing, code generation. Sizable programming project implementing a compiler for a block-structured language with strong typing.

553 Theory of Computation (3:3). Pr. grade of at least C in MAT 253 and programming experience .
Finite state automata and regular expressions, context-free grammars, push-down automata and their use in parsing, overview of language translation systems, models for programming language semantics, computability and undecidability.

555 Algorithm Analysis and Design (3:3). Pr. grades of at least C in 330 and in MAT 353.
Sequential algorithm design and complexity analysis. Dynamic programming. Greedy algorithms. Graph algorithms. Selected advanced topics from NP-completeness; approximation, randomized, parallel, number-theoretic algorithms; Fast Fourier Transform; computational geometry; string matching.

561 Principles of Computer Architecture (3:3). Pr. grades of at least C in 261, MAT 353.
Hardware and software components of computer systems, their organization and operations. Topics: comparative instruction set architectures, microprogramming, memory management, processor management, I/O, interrupts, and emulation of processors.

562 Principles of Operating Systems (3:3). Pr. grades of at least C in 261 and 340 or permission of instructor. Successful completion of 561 helpful.
Techniques and strategies used in operating system design and implementation: managing processes, input/output, memory, scheduling, file systems, and protection.

589 Experimental Course: Principles of Database and Knowledge-Base Systems (3:3). Pr. grade of at least C in CSC 330.
Contemporary database and knowledge-base systems. Emphasis on relational, deductive, and object-oriented models. Query processing, modeling and implementation of application in these models.

593, 594 Directed Study in Computer Science (1 to 3), (1 to 3).

For Graduate Students Only

621 Advanced Computer Graphics and Image Processing (3:3)

623, 624 Numerical Mathematics (3:3), (3:3).

693 Advanced Topics in Computer Science (3 to 6).

695 Current Problems in Computer Science (3:3).

699 Thesis (3-6).

MATHEMATICS COURSES (MAT)

For Undergraduates

100 Intermediate Algebra (0:3). • Credit does not apply toward graduation nor count in the student's GPA.
Real numbers and their properties, linear equations, systems of equations, polynomials and functions, fractional expressions, exponents and roots, quadratic equations, graphing, inequalities.

112 Contemporary Topics in Mathematics (3:3).
Selected topics from sets and logic, mathematical systems, statistics and probability, geometry and matrix algebra. Designed primarily for liberal arts student. *[MT, CMT].*

119 College Algebra (3:3). Pr. an acceptable score on the mathematics placement test or a grade of at least C in 100.
Review of elementary algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, polynomial and rational functions. *[MT, CMT].*

120 Calculus for Business and the Social Sciences (3:3). Pr. an acceptable score on the mathematics placement test or a grade of at least C in 119. • Credit cannot be received for both this course and MAT 191. • NOTE: this course does not serve as a prerequisite for 292 (Calculus II).
Limits and introductory differential calculus of the algebraic functions of one variable. *[MT, CMT].*

121 Analytic Trigonometry (3:3). Pr. an acceptable score on the mathematics placement test or a grade of at least C in 119.
Review of relations, trigonometric (circular) functions and identities, exponential and logarithmic functions, solutions of triangles, equations of second degree and their graphs. *[MT, CMT].*

191 Calculus I (3:3). Pr. a grade of at least C in 121 or permission of the instructor. • Credit cannot be received for both this course and MAT 120 (formerly MAT 191B).
Limits and introductory differential calculus of the algebraic and transcendental functions of one variable. *[MT, CMT].*

220 Plane and Solid Analytic Geometry (3:3). Pr. grade of at least C in 121 or equivalent. • Hours count toward teacher certification but do not count toward degree requirements for a mathematics major.
Study of conic sections (including rotation of axes), graphing with polar coordinates, quadric surfaces, and vectors.

253 Discrete Mathematics I (3:3). Pr. grade of at least C in 121, acceptable score on mathematics placement test, or consent of instructor. • At most one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major.
Mathematical reasoning techniques and concepts in computer science. Topics include sets, functions, sequences, relations, induction and recursion, recurrence relations, boolean algebra, and elementary propositional and predicate logic, including proof techniques.

292 Calculus II (3:3). Pr. a grade of at least C in 191 or permission of the instructor.
A continuation of the study of differential calculus of the elementary transcendental functions, introductory integral calculus of the algebraic and transcendental functions of one variable, techniques of integration.

293 Calculus III (3:3). Pr. grade of at least C in 292.
Indeterminate forms, Taylor's formula, infinite series, partial derivatives, multiple integrals.

295 Proofs and Mathematical Structures (3:3). Pr. grade of at least C in 292. • At most one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major.
An introduction to basic mathematical concepts needed for most upper level mathematics courses. The language and logic of proofs, basic set theory, relations, functions, numbers, counting, cardinalities, introduction to algebra.

303 Topics in Mathematics (3:3). • Hours count toward teacher certification but do not count toward degree requirements for a mathematics major.
Primarily for students seeking grades 6-9 certification. Extensive study of rational, irrational and real numbers; selected topics from number theory; clock and modular arithmetic. Concrete models used to illustrate many of the mathematical concepts studied.

304 Introduction to the Foundations of Geometry (3:3). • Hours do not count toward degree requirements for Mathematics majors.
Introductory course primarily for students seeking grade 6-9 certification. Designed to develop an understanding of the fundamental ideas of geometry. Includes both an intuitive and deductive study of points, lines, planes, curves, surfaces, congruences, parallelism, similarity and linear, angular, area, and volume measures.

310 Matrix Theory (3:3). Pr. grade of at least C in 292.
Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations, eigen- vectors.

311 Modern Algebra (3:3). Pr. grade of at least C in 310.
Introduction to theory of groups, rings, integral domains and fields, including basic properties of polynomials.

345 Vector and Tensor Analysis (3:3). Pr. grade of at least C in 293 and 390.
Vectors, scalar fields, vector fields. Dot and cross product. Vector differentiation and integration. Gradient, divergence and curl. Green's theorem, divergence theorem, Stokes' theorem. Curvilinear coordinates. Tensor Analysis: Physical laws. Coordinate transformations. Contravariant and covariant vectors. Contravariant, covariant, and mixed tensors. Tensor fields. Symmetric and skew-symmetric tensors. Conjugate or reciprocal tensors. Associated tensors. Transformation laws of Christoffel's symbols. Tensor form of gradient, divergence, and curl.

353 Discrete Mathematics II (3:3). Pr. grade of at least C in 253 or consent of instructor.
Problem-solving and modeling using techniques and concepts of Discrete Mathematics with applications to algorithms. Topics include elementary graph theory, combinatorics, difference equations, discrete probability and random numbers.

390 Ordinary Differential Equations (3:3). Pr. 292.
First order differential equations and linear equations of finite order, inverse differential operators, undetermined coefficients, variation of parameters, power series solutions near ordinary or regular singular points, applications, numerical methods.

394 Calculus IV (3:3). Pr. grade of at least C in 293.
Application of partial derivative, infinite series, multiple integrals, line and surface integrals, integral theorems.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

503 Problem Solving in Mathematics ((3:3). Pr. grade of at least C in 191 and 303 or consent of instructor. • Hours count toward teacher certification but do not count toward degree requirements for a mathematics major.
Investigates the nature of problem solving, covers procedures involved in problem solving, develops individual problem solving skills, and collects a set of appropriate problems. Required for middle grades mathematics concentration.

504 Foundations of Geometry for Teachers (3:3). Pr. grade of at least C in 292 or consent of instructor. • Hours count toward teacher certification but do not count toward degree requirements for a mathematics major.
Primarily for students seeking teacher certification. Includes logic and axiom systems, history, plane and solid Euclidean geometry, proof strategies, introduction to non-Euclidean geometries, and transformational geometry.

505 Foundations of Mathematics for Teachers (3:3). Pr. grade of at least C in 292 or 303 or consent of instructor. • Hours count toward teacher certification but do not count toward degree requirements for a mathematics major.
Primarily for students seeking teacher certification. Includes properties and algebra of real numbers; analytic geometry; polynomial, rational, exponen-

tial, logarithmic, and trigometric functions; complex numbers; concept of limits of functions.

513 Historical Development of Mathematics (3:3). Pr. grade of at least C in 311.
Study of the historical development of mathematics, not a history of persons involved in development.

514 Theory of Numbers (3:3).
An introductory course to both multiplicative and additive number theory. Divisibility, prime numbers, congruences, linear and nonlinear Diphantine equations (including Pell's equation), quadratic residues, number-theoretic functions, and other topics.

515 Mathematical Logic (3:3). Pr. grade of at least C in 253 or 295 or 311.
Formal languages, recursion, compactness, and effectiveness. First-order languages, truth, and models. Soundness and completeness theorems. Models of theories.

516 Polynomial Rings (3:3). Pr. grade of at least C in 311.
Rings, integral domains, fields, division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relations between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the fundamental theorem of algebra.

517 Theory of Groups (3:3). Pr. grade of at least C in 311.
Elementary properties of groups and homomorphisms, quotients and products of groups, the Sylow theorems, structure theory for finitely generated Abelian groups.

518 Set Theory and Transfinite Arithmetic (3:3). Pr. grade of at least C in 311.
The axioms of set theory, operations on sets, relations and function, ordinal and cardinal numbers.

519 Intuitive Concepts in Topology (3:3). Pr. grade of at least C in 311.
Basic concepts, vector fields, the Jordan curve theorem, surfaces homology of complexes, continuity.

520 Non-Euclidean Geometry (3:3). Pr. grade of at least C in 311.
Fifth postulate, hyperbolic geometries, elliptic geometries, consistency of non-Euclidean geometries, models for geometries, elements of inversion.

521 Projective Geometry (3:3). Pr. consent of instructor.
Transformation groups and projective, affine and metric geometries of the line, plane, and space. Homogeneous coordinates, principles of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models, and Euclidean specializations.

522 Hilbert Spaces and Spectral Theory (3:3). Pr. grade of at least C in 311.
Vector-spaces: basis, dimension, Hilbert spaces; pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces; annihilators, closed and complete subspaces, convex sets. Continuous linear mappings; normed spaces. Banach spaces, Banach algebras, dual spaces. Reisz-Frechet theorem. Completion. Bilinear and seaquilinear maps. Adjoints. Operators in Hilbert space: isometric, unitary, self-adjoint, projection, and normal operations. Invariant subspaces. Continuous operators. Special theorems for a normal co-operator.

531, 532 Combinatorial Analysis (3:3), (3:3). Pr. grade of at least C in 253 or 295 or 311 or consent of instructor; MAT 310 and 531 are required for 532.
The pidgeon-hole principle, permutations, combinations, generating functions, principle of inclusion and exclusion, distributions, partitions, recurrence relations, graphs, graph coloring, planar graphs, trees, networks.

540 Complex Functions with Applications (3:3). Pr. grade of at least C in 293.
The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues.

541, 542 Stochastic Processes (3:3), (3:3). Pr. grade of at least C in MAT 394 and either MAT 353 or STA 351, or equivalents.
Markov processes, Markov reward processes, queuing, decision making, graphs and networks. Applications to performance, reliability, and availability modeling.

545 Differential Equations and Orthogonal Systems (3:3). Pr. grade of at least C in 293 and 390 or consent of instructor.
An introduction to Fourier series and orthogonal sets of functions, with applications to boundary value problems.

546 Partial Differential Equations with Applications (3:3). Pr. grade of at least C in 545.
Fourier integrals, Bessel functions, Legendre polynomials and their applications. Existence and uniqueness of solutions to boundary value problems.

549 Topics in Applied Mathematics (3:3). Pr. grade of at least C in 293 and 390 or consent of instructor. • May be repeated for credit with approval of the Department Head.
Selected topics of current interest in applied mathematics.

556 Advanced Discrete Mathematics (3:3). Pr. grade of at least C in 253 or consent of instructor.
Advanced topics in discrete mathematics and their uses in studying computer science.

591 Modern Algebra (3:3). Pr. grade of at least C in 311.
Set theory: sets, mappings, integers. Group theory: normal subgroups, quotient groups, permutation groups, Sylow theorems. Ring theory: homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings.

592 Abstract Algebra (3:3). Pr. grade of at least C in 591 or 311 with consent of instructor.
Fields: extensions, transcendental elements, roots of polynomials, Euclidean constructions. Galois theory, solvability by radicals.

593, 594 Directed Study in Mathematics (1 to 3), (1 to 3).

595, 596 Mathematical Analysis (3:3), (3:3). Pr. consent of instructor.
Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Reimann-Stieltjes integral.

For Graduate Students Only

606 Calculus for Middle Grade Teachers (3:3).

607 Abstract Algebra for Middle Grade Teachers (3:3).

613 Development of Mathematics and Logic (3:3).

614 Advanced Number Theory (3:3).

615 Symbolic Logic (3:3).

616 Polynomials over General Rings (3:3).

617 Algebraic Theory of Semigroups (3:3).

618 Transfinite Ordinal and Cardinal Numbers (3:3).

619 Conceptual Topology (3:3).

620 A Survey of Geometry (3:3).

621 Advanced Linear Geometry (3:3).

631 Combinatorics (3;3).

632 Graph Theory (3:3).

645, 646 Approximation Theory (3:3), (3:3).

647, 648 Linear Algebra and Matrix Theory (3:3), (3:3).

649 Topics in Operations Research (3:3).

650 Management Decision-Making under Uncertainty (3:3).

688, 689 Mathematical Logic and Axiomatic Set Theory (3:3), (3:3).

690 Mathematics Seminar (2:2).

691, 692 Modern Abstract Algebra (3:3), (3:3).

693, 694 Complex Analysis (3:3), (3:3).

695, 696 Real Analysis (3:3), (3:3).

697, 698 General Topology (3:3), (3:3).

699 Thesis (4 to 6).

800 Graduate Registration.

STATISTICS COURSES (STA)

For Undergraduates

108 Elementary Introduction to Probability and Statistics (3:3). Pr. an acceptable score on the mathematics placement test or a grade of at least C in MAT 100. • May not be taken for credit by students who have received credit for ECO 250 or 350 or are concurrently enrolled in ECO 250.
Finite sample spaces, discrete probability, random variables, expected value, binomial distribution, independent trials, random samples, point estimation, hypothesis testing, and confidence intervals. *[MT, CMT].*

271 Fundamental Concepts of Statistics (3:3). Pr. An appropriate score on the mathematics placement test or grade of at least C in MAT 119 or STA 108 or consent of department.
Survey of basic descriptive and inferential statistics for undergraduates from any discipline. Graphical and descriptive techniques. Measures of central tendency, variability, correlation. Estimation. Normal tests, t-tests, analysis of variance. Emphasis on statistical literacy and interpretation.

351 Probability (3:3). Pr. grade of at least C in MAT 292.
Basic probability theory; combinatorial probability, conditional probability and independent events; univariate and multivariate probability distribution functions and their properties.

352 Statistical Inference (3:3). Pr. grade of at least C in 351 or consent of instructor.
Descriptive and inferential statistics. Emphasis on sampling distributions; theory of estimation and tests of hypotheses, linear hypothesis theory, regression, correlation and analysis of variance.

For Advanced Undergraduates and Graduate Students

551, 552 Introduction to Probability and Mathematical Statistics (3:3), (3:3). Pr. grade of at least C in 351 and MAT 293 or consent of instructor.
Events and probabilities (sample spaces), dependent and independent events, random variables and probability distribution, discrete and continuous distributions, expectation, moment generating functions, point estimation, multivariate normal distribution, testing hypotheses, confidence intervals, correlation and regression, small sample distributions.

571 Statistical Methods for Research I (3:3). Coreq. enrollment in 571L. • Hours do not count toward degree requirements for a mathematics major.
Introduction to statistical concepts. Basic probability, random variables, the binomial, normal and Student's t distributions, hypothesis tests, confidence intervals, chi-square tests, introduction to regression, and analysis of variance.

571L Statistical Methods Laboratory I (1:0:2). Coreq. enrollment in 571. • Hours do not count toward degree requirements for a mathematics major.
Using statistical software packages for data analysis. Problems parallel assignments in 571.

572 Statistical Methods for Research II (3:3). Coreq. enrollment in 572L.
Statistical methodology in research and use of statistical software. Regression, one and two factor ANOVA, analysis of covariance.

572L Statistical Methods Laboratory II (1:0:2). Coreq. enrollment in 572.
Using statistical software packages for data analysis. Problems parallel assignments in 572.

573 Theory of Linear Regression (3:3). Pr. grade of at least C in 352 and MAT 310 or 662, or consent of instructor.
Linear regression, least squares, inference, hypothesis testing, matrix approach to multiple regression. Estimation, Gauss-Markov Theorem, confidence bounds, model testing, analysis of residuals, polynomial regression, indicator variables.

574 Theory of the Analysis of Variance (3:3). Pr. consent of instructor.
Multivariate normal distribution, one-way analysis of variance, balanced and unbalanced two-way analysis of variance, empty cells, multiple comparisons, special designs, selected topics from random effects models.

575 Nonparametric Statistics (3:3). Pr. consent of instructor.
Introduction to nonparametric statistical methods for the analysis of qualitative and rank data. Binomial test, sign test, tests based on ranks, nonparametric analysis of variance, nonparametric correlation and measures of association.

593, 594 Directed Study in Statistics (1 to 3), (1 to 3).

For Graduate Students Only

651, 652 Mathematical Statistics (3:3), (3:3).

661 Advanced Statistics in the Behavioral and Biological Sciences I (3:3).

661L Advanced Statistics Laboratory (1:1)).

662 Advanced Statistics in the Behavioral and Biological Sciences II (3:3).

662L Advanced Statistical Laboratory (1:1)).

667 Statistical Consulting (1:1).

671 Multivariate Analysis (3:3).

672 Applied Statistical Computing. (3:3).

673 Statistical Linear Models I (3:3).

674 Statistical Linear Models II (3:3).

675 Experimental Design (3:3).

676 Sample Survey Methods (3:3).

677 Advanced Topics in Data Analysis (3:3).

699 Thesis (4-6).

DEPARTMENT OF PHILOSOPHY

216 Foust Building

Joshua Hoffman, Associate Professor and Head of Department

Professors Leplin, McConnell, Rosenkrantz; Associate Professors King, Zimmerman; Assistant Professor Preti

The Department of Philosophy offers courses on the fundamental problems and methods of philosophy, the classics of philosophical literature, and the major figures in the history of philosophy.

Philosophy courses fall into natural groups.

A. Ethics and Theory of Value: 119, 121, 220, 231, 321, 322, 335, 361, 545.

B. Logic, Epistemology, and Philosophy of Science: 115, 211, 311, 319, 325, 523, 525, 527, 555, 575.

C. History of Philosophy: 251, 252, 351, 353.

D. Metaphysics: 259, 357, 559, 565.

Groups A and B are useful preparation for careers in law and government, and the department offers a major in philosophy with a Prelaw concentration. Group B provides knowledge and skills vital to careers in science and medicine. Group C relates philosophy to other humanistic disciplines and is vital to a liberal education. Group D is necessary for advanced work in philosophy.

All courses under 300 and many higher level courses are open to students without previous training in philosophy. Prerequisites for other courses may be waived at the discretion of the instructor. Students are encouraged to begin work in philosophy by taking 111, 115, 119, 211, 251, or 252.

The department sponsors a philosophy club open to all undergraduates, regardless of major. Each year the department sponsors a number of lectures by distinguished scholars from other institutions. The department conducts an annual symposium on a topic of current research in philosophy.

PHILOSOPHY MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours.

The Philosophy Major is recommended for students wishing a basic education in the liberal arts, students preparing for a career in law or government, and students contemplating graduate study in philosophy or a related discipline. Students who would like to major in philosophy but whose interests or career goals require substantial work in another field are encouraged to consider the option of a second major.

The **Prelaw concentration** provides a strong preparation for law school through courses in logic, epistemology, ethics, political philosophy, and the philosophy of law. These courses cover a broad range of skills and knowledge that are of fundamental importance in the field of law.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its

programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

The following courses offered by the Philosophy Department carry AULER and College of Arts and Sciences (CLER) credit:

	AULER, CLER Credit
PHI 111, 119, 121, 220, 231	Analytic and Evaluative Studies (AE, CAE)
PHI 251, 252	Historical Perspectives on Western Culture (HP, CHP)
PHI 115, 211	Reasoning and Discourse (RD, CRD)

Major Requirements

Minimum 24 hours in philosophy courses above the 100-level, including at least 12 hours above the 200 level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

1. PHI 211.
2. PHI 251 and 252.

Prelaw Concentration

In addition to the major requirements, the Prelaw concentration requires the following:

(a) PHI 115, and
(b) either PHI 319 or PHI 325 or PHI 555, and
(c) either PHI 119 or PHI 121 or PHI 321, and
(d) either PHI 231 or PHI 545, and
(e) PHI 335

Note that the Prelaw concentration requires PHI 115 plus the major requirement of a minimum of 24 hours in philosophy courses above the 100 level. Thus, the Prelaw concentration requires a minimum of 27 hours in philosophy.

Related Area Requirements

Cognate courses to be determined by department adviser where necessary.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

PHILOSOPHY MINOR

The Philosophy Minor requires a minimum of 18 hours including PHI 251 and 252.

PHILOSOPHY COURSES (PHI)

For Undergraduates

111 Introduction to Philosophy (3:3).
Discussion of views and methods of major philosophers. Topics drawn from metaphysics and epistemology, such as the foundations and scope of human knowledge, personal identity, freedom and determinism, and the mind-body problem. *[AE, CAE]*.

115 Practical Reasoning (3:3).
Introduction to basic principles of reasoning and argumentation. Topics taken from syllogistic reasoning, probability, informal fallacies, the structural analysis of statements, and scientific methods. *[RD, CRD]*.

119 Introduction to Ethics (3:3).
Fundamental questions of ethics, such as the nature of the distinction between good and evil, moral right and wrong, the foundation of moral judgments, relativism, absolutism, and subjectivism. Readings from major figures in the history of ethics. *[AE, CAE]*.

121 Contemporary Moral Problems (3:3).
Philosophical readings and discussion of such current topics as abortion, euthanasia, capital punishment, censorship, sexual morality, affirmative action and preferential hiring, environmental ethics, population control, and the morality of war. *[AE, CAE]*.

201 Topics in Philosophy (3:3). • May be repeated for credit with different topics.
Variable content.

211 Introduction to Formal Logic (3:3).
Validity, consistency, implication, and the formal analysis of language. Propositional logic and quantification theory. *[RD, CRD]*.

220 Medical Ethics (3:3).
Moral problems in medicine including the patient's right to know, the confidentiality of doctor-patient communications, informed consent and experimentation with human subjects, abortion, euthanasia, socialized medicine, conflicts between medicine and religion, and genetic engineering. [AE, CAE].

231 Social and Political Philosophy (3:3).
Major writings on social freedom or liberty, coercion, human rights, justice, and the basis of political authority. *[AE, CAE]*.

251 History of Ancient Philosophy (3:3).
Survey of Western philosophical thought in the ancient period from the pre-Socratics, Plato, Aristotle, the Sceptics, Stoics, Epicureans. Particular choices of texts and philosophical ideas may vary. *[HP, CHP-CPM]*.

252 History of Modern Philosophy (3:3).
Survey of Western philosophical thought in the seventeenth and eighteenth centuries, its historical background and its influences on subsequent intellectual developments. Reading from major figures of the period, such as Descartes, Locke, Berkeley, Leibniz, Spinoza, Hume, and Kant. *[HP, CHP-CMO]*.

259 Philosophy of Religion (3:3).
Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul. (Same as REL 259) *[AE, CAE]*.

267 Existentialism (3:3).
Introduction to the fundamental ideas of existentialism. Readings from Kierkegaard, Heidegger, Sartre.

311 Intermediate Formal Logic (3:3). Pr. 211 or consent of instructor.
Quantification theory with completeness results, identity, functions, decidability, and axiomatic methods.

319 Knowledge, Truth, and Belief (3:3).
Discussion of concepts central to an understanding of the nature of human knowledge, such as truth, evidence, certainty, intuition, perception, the reasonableness of belief, and the reliability theory of justification.

321 Ethical Theory (3:3).
Analysis of the meaning of moral concepts such as good, right, ought, duty, and of the nature of ethical argument. Attention to current theories in normative ethics.

322 Philosophy of the Arts (3:3).
Philosophical problems concerning description, interpretation, and evaluation of the visual, performing, and literary arts, discussed generally and in relation to specific works of art. Readings in philosophy and art theory.

325 Introduction to the Philosophy of Science (3:3). Pr. one course in logic, mathematics, or natural science.
Concepts important to an understanding of the nature and goals of research in the natural sciences, such as observation, experiment, theory, law, and explanation. Philosophical problems about objectivity and conceptual change in science based on examples from the history of science. Nature of scientific knowledge.

330 Philosophy in Literature (3:3).
Basic philosophical issues in literature such as personal identity, the problem of evil, free will, ethical ideals, the nature of reality, truth in literature, and reference to fictional objects. Major works of fiction studied for their philosophical content.

335 Philosophy of Law (3:3).
Theories of the origin and justification of legal systems, our obligation to obey the law, justice, punishment, and related issues. Readings from classical and contemporary sources.

348 Existentialism, Phenomenology, and Structuralism (3:3).
Recent philosophical movements in France and Germany. Application of structuralist models to the human sciences. Post-structuralist developments such as Deconstruction and Hermeneutics. Selections from such writers as Husserl, Levi-Strauss, Foucault, Lacan, Althusser, Derrida, Gadamer, and Ricoeur.

351 Major Philosophers (3:3). • May be repeated for credit with change in topic.
Systematic examination of the works of a major philosopher.

353 Major Philosophies (3:3). • May be repeated for credit with different topic.
Systematic examination of a major historical movement in philosophy, such as rationalism, empiricism, positivism, materialism, and idealism.

357 Metaphysics (3:3). Pr. one course in philosophy.
Selected metaphysical issues such as personal identity and the immortality of the soul, freedom and determinism, the nature of space, time and substance, the problem of universals, forms of realism, and theory of reference.

361 Ethical Issues in Business (3:3).
Ethical theory and its application to business: economic justice, corporate responsibility, self-regulation and government regulation, conflict of interest, investment policy, advertising, and environmental responsibility.

401 Reading Course for Seniors (1-3). Pr. consent of instructor. • May be repeated for credit.
Supervised reading and research for philosophy majors.

402 Independent Study (1-3). Pr. satisfaction of requirements for the major in philosophy and consent of instructor. • May be repeated for credit.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

523 Philosophy of Social and Behavioral Science (3:3). Pr. one course in social or behavioral science and one in philosophy or consent of instructor.
Issues in philosophy of social and behavioral science from Hume to the present: explanation, theory construction, methodology of the social sciences, the status of the sociology of knowledge.

525 Philosophy of Physical Science (3:3). Pr. 325 and one course in physical science or consent of instructor.
Study of a major current issue in the philosophy of science such as scientific progress and change, scientific methods, experiment and theory, scientific explanation, rationality, scientific realism, relations between philosophy of science and history of science. Examples drawn from modern history of the physical sciences.

527 Philosophy of Biological Science (3:3). Pr. one course in biology and one in philosophy or consent of instructor.
Examination of concepts of law, theory, explanation, evidence, classification, and reduction using examples drawn from biology. Investigation of problems related to alternative conceptual systems and conceptual change in biology, the nature of the biological subject matter, and the place of biology among the natural sciences.

545 Social Philosophy (3:3). Pr. one course in philosophy or consent of instructor.
Topics from social, political, and legal philosophy, such as property, justice, punishment, liberalism, and conservatism. Study of such major figures as Hobbes, Rousseau, and Marx.

555 Epistemology (3:3). Pr. 319 or consent of instructor.
Skepticism, the analysis of knowledge, confirmation and induction, apriori knowledge, naturalized epistemology.

559 Philosophy of Mind (3:3). Pr. one course in philosophy or consent of instructor.
The mind-body problem, identity theories, functionalism, reductive and eliminative materialism, behavioral and causal theories of mind.

565 Philosophy of Language (3:3). Pr. one course in philosophy or consent of instructor.
Theories of truth, meaning, and reference. Origin and nature of human language and its relations to animal and machine language.

575 Advanced Logic (3:3). Pr. 311 or consent of instructor.
Axiomatic first order quantification theory with completeness theorems. Numbers and sets. Paradoxes and type theory. Introduction to modal logic.

590 Aesthetics (3:3). Pr. 322 or consent of instructor.
Readings in the major philosophies of art, analysis of evaluative judgment and argument, the nature of aesthetic concepts, artistic truth, the art object, and the aesthetic experience.

For Graduate Students Only

601 Advanced Topics in Philosophy. (3:3).

Department of Physics and Astronomy

101 Petty Building

Gaylord T. Hageseth, Professor and Head of Department

Professors McCormack; Associate Professors Danford, Meisner, Muir; Adjunct Associate Professor Mosier; Assistant Professor Pratap; Lecturers Palit, Vandegrift

Physics and astronomy have long been recognized as constituting the basis for study, research, and understanding in the natural sciences. The undergraduate major program seeks to provide the student with a broad and general background in all areas of physics. With this background, he should be able to adapt readily to the specialized requirements of a job in industry, as a teacher, or to the specialized graduate study in physics or a number of related fields. Opportunities are provided through electives to sample the concerns of many of these related fields.

The effort required for a non-scientist to understand our technological society is formidable, but essential if an educated man or woman is to intelligently understand and affect our natural surroundings. Recognizing this, the Department of Physics and Astronomy offers for the non-major, with no prerequisites, courses with an overview of physics as well as special interest courses dealing with topics of immediate concern (PHY 101, 102, 203, 209, 235, 305, 333 and 334).

The department also offers graduate programs at the master's degree level. Its faculty members are involved with graduate and, in some cases, undergraduate students in research in computer simulation and computational physics, quantum statistical mechanics, biophysics, observational astronomy and digital image analysis, and pedagogical methods in science teaching. The department uses and administers the Three College Observatory, located in a nearby dark-sky location. This observatory contains the state's largest (32 inch) reflecting telescope, along with a low light-level image acquisition system. The research of the Department is supported by a local area network linking departmental microcomputers and the campus VAX cluster, a number of laboratories well-equipped with modern instrumentation, and an instrument-making facility.

Physics Major (Bachelor of Arts and Bachelor of Science)

Required: 122 semester hours

The **Physics Major** is a firm basis for a career in medicine, law, business, sales, engineering, teaching, computing, biophysics, environmental science, or physics.

Students who elect physics as a major need to complete PHY 291, 292, and MAT 293 no later than the end of their sophomore year. Freshmen who declare physics as a major are strongly advised to take PHY 291 and MAT 292 their first semester. If the freshman student is not prepared to take calculus his first semester, the student is advised to take MAT 121 or 119 (depending upon his background) and CHE 111 and 114 instead of PHY 291, 292 during the first year. Any student who desires to major in physics should contact the head of the department as soon as possible so a proper schedule can be planned.

Students seeking **teacher licensure** should follow the requirements for the Bachelor of Arts degree. In addition the following are required: BIO 111; CUI 390, 450, 459, 465, and 470; ELC 381; GEO 103; HEA 201; PSY 221. Also see Chapter 6.

Bachelor of Arts

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements & Related Area Requirements

Minimum 28 semester hours in physics above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

Core Courses for Physics Majors

Courses required for the physics major:

1. PHY 291, 292, 321, 321L, 323, 323L, 325, 325L, 327, 425, 425L, 500.
2. Related Areas: CHE 111, 112, 114, 115; CSC 130; MAT 191, 292, 293, 390.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Bachelor of Science

Minimum 36 semester hours in physics above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. Students must have at least a 2.0 grade point average for the required physics and mathematics courses. Requirements are the same as for the BA degree with the following additional requirements:

PHY 521, 523 and 525

PHYSICS MINOR

A minimum of 15 semester hours in physics courses is to be planned in consultation with a physics faculty member. The usual physics minor program will consist of PHY 291, 292, and at least 7 semester hours of additional courses (excluding PHY 203, 209, 235, 305, 333, and 334). Other quite different programs may be fitted to the individual student's interests and objectives

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN PHYSICS AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in Physics/Business Administration provides the opportunity for a student to complete a BA in Physics (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the

freshman year is essential. Students should talk with an advisor in the department of Physics as early as possible.

In the spring of the junior year, students should

- take the GMAT
- apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in Physics/MBA in Business Administration

		Hours	Hours reduced by courses meeting more than one requirement
A.	**College Liberal Arts Component (61 hours max)**		
	See additional CLER area requirements and available AP credit on p. 76.	35-48	
	Special CLER area requirement for this program:		
	Mathematics (MT)— required: MAT 191 (see C below)	3	-3
	Natural Science (NS)— required for the CPS component: CHE 111, PHY 291 (see B & C below)	9-10	-7
	Social and Behavioral Sciences (SB)— required ECO 201 (See D below) and two other SB courses	9	-3
	Maximum hours	**48-61**	
	Total Hours (reduced)	**48**	**(-13)**
B.	**Physics Major (BA) Requirements (28 hours)**		
1.	Calculus-based Physics: PHY 291 (meets part of CLER NS/CPS requirement), 292	8	
2.	Modern Physics and Lab: PHY 321, 321L	4	
3.	Mechanics and Lab: PHY 2323, 323	4	
4.	Electricity/Magnetics and Lab: PHY 325, 325L	4	
5.	Thermal Physics: PHY 327	3	
6.	Opics and Lab: PHY 425, 425L	4	
7.	Senior Seminar: PHY 500	1	
	Total hours	28	
C.	**Related Requirements (23 hours)**		
1.	Chemistry: CHE 111 (meets part of CLER NS/CPS requirement), 112, 114, 115	8	
2.	Calculus: MAT 191 (meets CLER MAT requirement), 292, 293	9 3	
3.	Differential Equations: MAT 390		
3.	Computer Science: CSC 130	3	
	Total hours	**23**	
	Note: The BS degree in Physics is possible if the student also takes PHY 521, 523, and 525.		
D.	**MBA Prerequisites (18 hours)**		
1.	ISM 110 (prerequisite for ECO 250)	3	
2.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
3.	ACC 201, 202	6	
	Total hours	**18**	
	Total Undergraduate Requirements	**117**	

D. Other Undergraduate Electives	5
TOTAL UNDERGRADUATE SEMESTER HOURS	122
E. Related Requirements for the MBA (43.5 hours)	
Senior Year (7.5 hours)	
MBA 601, 604 (Fall)	3.0
MBA 605, 606, 607 (Spring)	4.5
Summer Following Senior Year (4.5 hours)	
Internship and 4.5 credits	4.5
Graduate or 5th Year (24 hours)	
Required foundation and strategic management level requirements; electives	24.0
Summer (3 hours)	
Remaining required and elective courses	7.5
TOTAL MBA SEMESTER HOURS	43.5

PHYSICS AND ASTRONOMY COURSES (PHY)

For Undergraduates

101, 102 General Physics I, II (4:3:3), (4:3:3). Pr. 101 pr. for 102. • No student may receive credit for 101 or 102 if credit has previously been earned for 291 or 292.
Introduction of laws and properties of matter, sound, heat, optics, electricity, and magnetism. Algebra and trigonometry used in development of this material. *[NS, CPS].* (FA-101, SP-102)

203 Conceptual Astronomy (3:3). • No student may receive credit for both this course and either 209 or 235.
Introduction to astronomy. Knowledge gained of day and night sky by use of binoculars, telescopes, and other simple instruments and how to observe and measure properties of astronomical objects. Basic concepts of solar system, stellar evolution, and cosmology. *[NS, CPS].* (FA)

209 Astronomy: The Solar System (3:3). • No student may receive credit for both this course and 203.
Introductory study of the solar system. Sun and planets studied with special attention to results of recent planetary exploration. Telescopic and naked-eye observations of the constellations and planets. 209 intended to complement 235, although each course is independent of the other. No science or math background beyond the level of high school algebra required. *[NS, CPS].* (FA)

235 Astronomy: The Universe (3:3). • No student may receive credit for both this course and 203.
Introduction to stars, galaxies, and cosmology. Emphasis on conceptual approach to such topics as the evolution of stars, the formation of galaxies, interstellar communication, and the Big Bang. Sky observations utilizing the UNCG telescopes included. 235 intended to complement 209, although each course is independent of the other. No science or math background beyond the level of high school algebra required. *[NS, CPS].* (SP)

291 General Physics I with Calculus (4:3:3). Pr. MAT 191, co. MAT 292. • No student may receive credit for this course if credit has previously been earned for 101.
Basic principles of mechanics, heat, and sound developed using the calculus. 291 together with 292 constitute a one-year general physics course utilizing calculus and including laboratory experiences. *[NS,CPS].* (FA)

292 General Physics II with Calculus (4:3:3). Pr. 291 and MAT 292, or permission of instructor. • No student may receive credit for this course if credit has previously been earned for 102.
Introduction to basic principles of electricity and magnetism and optics, presented in terms of both classical and modern physics topics. 291 together with 292 constitute a one year general physics course utilizing calculus and including laboratory experiences. [NS, CPS]. (SP)

305 Conceptual Physics (4:3:3:). • No student may receive credit for this course if credit has previously been earned for 101, 102, 291, or 292.
Introduction to basic laws of physics made by extensive use of demonstrations. Labs use discovery approach. Concepts emphasized and mathematical manipulations held to a minimum. *[NS, CPS].* (FA,SP)

321 Introduction to Modern Physics (3:3). Pr. 292 (or 101, 102 with permission of instructor).
Fundamental concepts of atomic, molecular, nuclear, and solid state physics from quantum-mechanical and special relativity points of view. Topics include special relativity, wave-particle dualism, Schrödinger equation, hydrogen atom, atomic spectra, nuclear structure, radioactivity, nuclear reactions, and molecular and solid state physics. (FA)

321L Modern Physics Laboratory (1:0:3). Pr. 292 (or 101, 102 with permission of instructor).
Performance of atomic, nuclear, and solid state physics experiments and analysis of data in a quantitative and scientific manner. Simple computer programs used to study the concepts of error and least-square-fit techniques. (FA)

323 Mechanics (3:3). Pr. 101, 102, or 292; co. MAT 293, or consent of instructor.
Mathematical treatment of classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion and simple motions of systems of particles. Analytical and numerical techniques of problem solution stressed. (FA)

323L Classical Physics Laboratory (1:0:3). Pr. 292 (or 101, 102 with permission of instructor).
Performance of experiments emphasizing concepts of classical physics. Topics include force, energy, resonance, and relaxation. (FA)

325 Electricity and Magnetism I (3:3). Pr. 292 and MAT 293.
A study, developing and using techniques of vector algebra and calculus, of topics in the theory of static electric and magnetic fields including the divergence and Stokes' theorems and the law of Gauss, Biot-Savart, and Ampere. Application to the properties of conductors, dielectric, and magnetic materials. (SP)

325L Electricity and Magnetism Laboratory (1:0:3). Pr. 323, MAT 390, or consent of instructor.
Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory. (SP)

327 Thermal Physics (3:3). Pr. 292 (or 101, 102 with permission of instructor).
Properties of matter developed by combining thermodynamic reasoning with molecular theory. (SP)

331, 332 Experimental Physics (1:0:3), (1:0:3). Pr. two advanced courses in physics taken concurrently or completed.
Advanced courses in laboratory techniques as involved in special laboratory problems.

333 Selected Topics (1 to 3).
Primarily intended for those who are not physical science majors. Topics vary with instructor and with semester. Contemporary topics may include subjects such as analysis of physical resources, their inherent energy limitations and new sources of energy (such as solar, geothermal, etc.); development and adaptation of nuclear energy to electric power plants and armaments systems and the ensuing environmental and political problems; ideas involved in special relativity, cosmology, and quantum mechanics for those with little mathematical background; importance of understanding physical laws in development of art, music, and architecture; relationships between physical laws and communications. No previous science course required. Interested student should inquire at Physics and Astronomy Department office for further details. Selected topics for science majors may also be given upon request.

334 Energy Options and the Environment (3:3).
Energy dilemma facing the U.S. Fundamentals of fission and fusion discussed and military and commercial uses of nuclear energy analyzed. Risks and benefits of fossil fuel use, extent and uses of geothermal energy, basic elements of wind energy, and feasibility of biomass use studied. Passive and active solar energy fundamentals and techniques studied and demonstrated.

345 20th Century Physics: A Liberal Art (3:3). Pr. junior, senior standing, or consent of instructor.
20th century developments in description of physical universe, including small (quantum mechanics), fast (Einstein's relativity), energetic (nuclear). Emphasize understanding, societal impact, minimal mathematics.

375 Science of Nuclear Weapons/Arms Control (3:3). Pr. MAT 119 or equivalent.
Principles of nuclear weapons, strategies of their use. Science of weapons, effects, arms control efforts and problems.

425 Optics (3:3). Pr. 325 or permission of instructor.
Analytical treatment of geometrical optics (thin and thick lenses, image formation, theory of optical instruments) and physical optics (electromagnetic waves, interference, polarization, diffraction, optical properties of materials). (SP)

425L Optics Laboratory (1:0:3). Pr. 321L, 325L, or permission of instructor.
Performance of geometrical and physical optics experiments with both microwaves and visible light. (SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

500 Seminar (1 to 3).
Selected topics of current interest in physics are studied.

501, 502 Conceptual Physics for Teachers (3:3), (3:3). • Credit not applicable to MS degree in Physics.
The basic laws of physics are introduced by extensive use of demonstrations. Concepts are emphasized and mathematical manipulation is minimal. Teaching materials and strategies are developed.

510 Apparatus and Instrumentation for Teaching (3:3). Pr. consent of instructor.
Principles of design, construction, maintenance, and use of demonstration and laboratory apparatus and instrumentation are studied. Safe use of equipment, materials choice and substitutions, and functionality tests are included.

512 Electronics for Scientists (3:2:3). Pr. permission of instructor or head of student's major department.
Electronic circuits useful for measurement, signal processing, and control. This course is especially designed to meet needs of experimental scientist.

513 Microcomputer Interfacing for Scientists (3:2:3). Pr. permission of instructor.
Methods and techniques of electronic connection between computer and other devices and programming methods to facilitate use of the computer as a laboratory instrument are introduced. Assembly language used primarily.

519 Advanced Laboratory (1 to 3:0:3 to 9). Pr. 321L and 323L.
Principles of design and execution of laboratory experiments are introduced, with emphasis on developing the capability to do independent experimentation.

520 Selected Topics in Physics (3:3). Pr. consent of instructor.
A topic of special interest is studied in depth.

521 Modern Physics with Quantum Mechanics (3:3). Pr. 321 and 325.
Modern theories of matter are studied by applying quantum mechanics to atomic, molecular, nuclear, and solid state systems.

523 Analytical Mechanics (3:3). Pr. 323, MAT 390.
Classical laws of particle motion are extended to the treatment of general motion of a rigid body, noninertial reference frames, generalized coordinates, normal coordinates, and to topics and techniques based on calculus of variations.

525 Electricity and Magnetism II (3:3). Pr. 325.
Continuation of 325. The properties of time-varying electric and magnetic fields, including Faraday's law, and the development of Maxwell's equations are studied. Results are applied to alternating current circuit theory, electromagnetic waves, and radiation.

530 Astrophysics (3:3). Pr. 291, 292, 321, 325, 323.
Current understanding of the structure and evolution of stars and galaxies is emphasized. Properties of the interstellar medium and cosmological models are studied in some detail.

589 Experimental Course: Topics in Biophysics (3:3). Pr. PHY 327 or CHE 461.
Exploration of principles behind several biophysical techniques; examination of how these techniques are used in research to address problems of biological structure and function.

595 Individual Study (1 to 3). Pr. consent of instructor.
The student and at least one member of the graduate faculty will develop a plan to study a topic of particular interest to the student.

For Graduate Students Only

600 Graduate Seminar (1-3:1-3)

601 Teaching Concepts in Physics and Astronomy (3:3)

603, 604 General Physics for Teachers (3:3), (3:3).

605a, b Advanced - Placement Physics for Teachers (3:3), (3:3).

606 Advanced - Placement Physics for Teachers (3:3).

607, 608 Modern Physics for Teachers (3:3), (3:3).

610 Theoretical Physics for Teachers (3:3)

612 Experimental Physics for Teachers (1 to 3).

621 Quantum Mechanics I (3:3).

622 Quantum Mechanics II (3:3).

623 Classical Dynamics (3:3).

625 Electrodynamics (3:3).

627 Statistical Physics (3:3).

631, 632 Solid State Physics (3:3), (3:3)

640 Nuclear Physics (3:3).

650 Theoretical Physics (3:3).

695 Individual Study (1 to 3).

699a, b Thesis (3), (3).

800 Graduate Registration (0).

Department of Political Science

237 Graham Building

Charles Prysby, Professor and Head of Department

Professors Clotfelter, Olson, Prysby; Associate Professors Bernick, Buck, Crowther, DeHoog, Meyers; Assistant Professors Griffiths, Haire, Tulloss; Lecturers Harbour, Solari

Political science is the study of the government, politics and policies of the United States and other nations; of levels of government, such as city and state, within those nations; and of relationships among nations. It studies the political behavior, attitudes, and ideas of groups and individuals.

All 100- and 200-level courses are introductions to the study of political science. Beginning students are urged to take any 100- or 200-level course in which they may be interested.

Students seeking electives in political science may select from almost the entire range of offerings. Non-majors are urged to select their electives widely to satisfy individual intellectual interests and are not restricted to 100- and 200-level courses.

Internships and field experience are available to both majors and non-majors in national government, public administration, and electoral politics.

Students seeking teacher certification should see "Teacher Education" in Chapter 6.

Political Science Major (Bachelor of Arts)

Required: 122 semester hours

The **Political Science Major** is suitable for students with career interests in law, politics, or governmental service (at local, state, or federal levels), as well as for students who have more general intellectual interests in government, politics, and international relations as part of their effort to obtain a liberal education or to prepare for careers in business.

Students should take a broad variety of courses in the major to become familiar with the diversity of topics and methods used by contemporary political scientists throughout the world. Majors should consult early with their faculty advisors to plan programs most suitable to their individual interests and needs.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 30 semester hours in political science above the 100-level including PSC 200, 210, 240,260, and 301. At least 15 semester hours must be at 300 level or higher. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Related Area Requirements

No specific courses required.

Electives

Courses in other social sciences and in history are recommended. Electives sufficient to complete the 122 semester hours required for degree.

POLITICAL SCIENCE AS A SECOND MAJOR

A student may double major by combining political science with another major. The student must complete all of the required courses for political science (PSC 200, 210, 240, 260, and 301) and take 9 additional hours of political science at the 300 level or higher. The student must also take at least 24 hours in the second major and meet the appropriate requirements of that department for the double major. Students considering this option are advised to consult extensively with their advisors.

POLITICAL SCIENCE MINOR

A student may minor in political science by taking at least 15 hours of course work above the 100 level. The student should select courses to best suit intellectual and career interests, and in consultation with a member of the Political Science faculty.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN POLITICAL SCIENCE AND MPA IN PUBLIC AFFAIRS

The accelerated program in Political Science/Public Affairs provides the opportunity for a student to complete a BA in Political Science (122 hours) within a four-year period and to shorten the time required to finish the Master of Public Affairs degree.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year; students will not be allowed to enroll for spring MPA courses (see E below) unless admitted to the MPA program.

Requirements for Combined Accelerated BA in Political Science/MPA in Public Affairs

A. College Liberal Arts Component (61 hours max)	**Hours**	**Hours reduced by courses meeting more than one requirement**
See other CLER area requirements and available AP credit on p. 76.	33-46	
Special CLER area requirement for this program: Reasoning and Discourse (RD)— *required: ENG 101, FMS 103 or RCO 101, and COM 341 (see C below)*	6	-3

	Social and Behavioral Sciences (SB)— *required: PSC 200, ECO 201, and SOC 211 (see B & C below)*	9	-9
	Maximum hours	48-61	
	Total Hours (reduced)	**49**	**(-12)**
B.	**Political Science Major Requirements (30 hours)**		
1.	American Politics & Policy: PSC 200 (also meets part of CLER SB requirement), 210	6	
2.	International & Comparative: PSC 260, 290	6	
3.	Research Methods: PSC 301	3	
4.	Electives: 300 level and above	15	
	Total hours	**30**	
C.	**Recommended Electives (15 hours)**		
1.	COM 341 (also meets part of CLER RD requirement),	3	
2.	ECO 201 (also meets part of CLER SB requirement), 202, 260	9	
3.	SOC 211 (also meets part of CLER SB requirement)	3	
	Total hours	**15**	
Total Undergraduate Requirements		**94**	
D.	**Other Undergraduate Electives**	28	
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**	
E.	**Related Requirements for MPA (42 hours)**		
	Senior Year (14 hours)		
	PSC 600, 602, 511C (Fall)	7	
	PSC 601, 603, 511B (Spring)	7	
	Summer following Senior Year (6 hours)		
	PSC 695, 696 Internship	6	
	Graduate or 5th Year (19 hours)		
	PSC 511J, 604, two electives, Comps I (Fall)	10	
	PSC 612, two electives, Comps II (Spring)	9	
	Summer (3 hours)		
	One PSC elective	3	
TOTAL MPA SEMESTER HOURS		**42**	

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN POLITICAL SCIENCE AND MA IN ECONOMICS

The accelerated program in Political Science/Economics provides the opportunity for a student to complete a BA in Political Science (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree in Economics.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BA in Political Science/MA in Economics

A.	**College Liberal Arts Component (61 hours max)**	**Hours**	**Hours reduced by courses meeting more than one requirement**
	See additional CLER area requirements and available AP credit on p. 76.	39-52	
	Special CLER area requirement for this program:		
	Social and Behavioral Sciences (SB)— *required: PSC 200, ECO 201 (see B & C below), and one other*	9	-6
	Maximum hours	48-61	
	Total Hours (reduced)	**42-55**	**(-6)**
B.	**Political Science Major Requirements (30 hours)**		
1.	American Politics & Policy: PSC 200 (also meets part of CLER SB requirement), 210	6	
2.	International & Comparative: PSC 260, 290	6	
3.	Research Methods: PSC 301	3	
4.	Electives: 300 level and above	15	
	Total hours	**30**	
C.	**Economics Prerequisites (30 hours)**		
1.	ECO 201 (also meets part of CLER SB requirement), 202, ISM 110 (by end of 4th semester)	9	
2.	ECO 250, 301, 351 (by end of 6th semester)	9	
3.	Senior Year: ECO 327, 554 (Fall), ECO 319, 346 (Spring)	12	
	Total hours	**30**	
Total Undergraduate Requirements		**115**	
D.	**Other Undergraduate Electives**	7	
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**	
E.	**Related Requirements for MA in Economics (30 hours)**		
	Senior Year (5 hours)		
	ECO 554L (Fall)	1	
	ECO 654L (Spring)	4	
	Summer (3 hours)		
	ECO 694	3	

Graduate or 5th Year (19 hours)	
ECO 619, 645, 646, 553 or elective (Fall)	12
ECO 647, 647L, 695, one elective (Spring)	10
TOTAL MA SEMESTER HOURS	**30**

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN POLITICAL SCIENCE AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in Political Science/Business Administration provides the opportunity for a student to complete a BA in Political Science (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in Political Science/MBA in Business Administration

	A. College Liberal Arts Component (61 hours max)	**Hours**	**Hours reduced by courses meeting more than one requirement**
	See additional CLER area requirements and available AP credit on p. 76.	39-52	
	Special CLER area requirement for this program:		
	Social and Behavioral Sciences (SB)— *required: PSC 200, ECO 201 (see B & C below), and one other*	9	-6
	Maximum hours	48-61	
	Total Hours (reduced)	**55**	**(-6)**
B.	**Political Science Major Requirements (30 hours)**		
1.	American Politics & Policy: PSC 200 (also meets part of CLER SB requirement), 210	6	
2.	International & Comparative: PSC 260, 290	6	
3.	Research Methods: PSC 301	3	
4.	Electives: 300 level and above	15	
	Total hours	**30**	
C.	**Prerequisites for the MBA (18 hours)**		
1.	ISM 110 (prerequisite for ECO 250)	3	
2.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9	

3. ACC 201, 202	6
Total hours	18
Total Undergraduate Requirements	103
D. Other Undergraduate Electives	19
TOTAL UNDERGRADUATE SEMESTER HOURS	122
E. Related Requirements for the MBA (43.5 hours)	
Senior Year (7.5 hours)	
MBA 601, 604 (Fall)	3.0
MBA 605, 606, 607 (Spring)	4.5
Summer Following Senior Year (4.5 hours)	
Internship and 4.5 credits	4.5
Graduate or 5th Year (24 hours)	
Required foundation and strategic management level requirements; electives	24.0
Summer (3 hours)	
Remaining required and elective courses	7.5
TOTAL MBA SEMESTER HOURS	43.5

POLITICAL SCIENCE COURSES (PSC)

For Undergraduates

105 Political Issues (3:3).
Introduction to the main intellectual traditions of political science. Discusses basic problems, political ideologies, and competing theories of political behavior. *[AE, CAE].*

200 American Politics (3:3).
Organization and behavior of the institutions, groups, and persons in American national government and politics. Introductory level course. *[SB, CSB].*

210 Introduction to Public Policy (3:3).
Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations. *[SB, CSB].*

240 The International System (3:3).
Introduction to international politics focusing upon major changes in the international system since 1945. Introductory level course. *[SB, CSB].*

260 Introduction to Comparative Politics (3:3).
Basic concepts and methods of comparative political analysis. Introduction to political institutions, processes, and problems of democratic, non-democratic and transitional political systems. *[SB, CSB].*

270 Introduction to Political Theory (3:3).
Examines the tradition of Western political thought beginning with Plato and ending with Nietzsche. Topics include the nature and meaning of liberty, justice, and equality and the purpose of politics.

290 The Politics of Development (3:3).
Introduces students to problems of political development. Surveys the theoretical literature concerning the development process and explores critical problems facing developing countries and strategies employed to overcome them. *[NW, CNW].*

300 Special Topics (3:3). • May be repeated for credit when topic varies.
Study of an issue in political science.

301 Research Methods in Political Science (3:3). Pr. consent of instructor for non-majors.
Basic principles of research in political science. Focus on testing of empirical propositions, with particular emphasis on survey research methods and on data analysis and interpretation. No statistical knowledge required.

305 Individual in Politics (3:3).
Introduction to development of individual political attitudes and their relationship to political behavior. Topics include the psychology of political leaders, the belief systems of mass publics, and the development of distinct political cultures. Emphasis on the range of political participation, from voting behavior to extremism and violence.

310 Public Administration (3:3).
Major concepts in administration of public bureaucracies, including comparative administration, organization theory, budgeting, public personnel, and decision-making.

312 Environmental Policy (3:3).
The study of the formation and implementation of federal and state environmental policy. Topics include air and water pollution, hazardous waste, resource conservation, wildlife management as well as related issues. Buck.

313 Environmental Law (3:3).
Development and implementation of legal framework to regulate and to protect the environment. Emphasis on recent statutes and administrative/judicial interpretation. Focus on federal and international law. Buck.

316 Introduction to Law (3:3). Pr. junior standing or consent of instructor.
Examination of common law, civil and criminal court procedures, legal reasoning, and judicial behavior. Emphasis on policy-making role of courts.

318 Constitutional Law (3:3). Pr. junior standing or consent of instructor.
Examination of Supreme Court decisions on federalism and the powers of the legislative, executive, and judicial branches of the federal government.

320 Civil Liberties (3:3). Pr. junior standing or prior consent of the instructor.
Supreme Court decisions dealing with civil rights and liberties. Specific topics include First Amendment, criminal due process, privacy rights, and equal protection of the law for minorities and women. Haire.

322 American State Politics (3:3).
Comparison of political behavior and institutions among the 50 American states. Bernick.

323 Urban Politics (3:3).
Examination of political behavior, processes, and institutions in city as a special focus for study of politics and government in United States. Discussion and readings directed to current development in American cities. Tulloss.

324 Urban Administration (3:3).
Special characteristics and problems of implementing urban policies and managing municipalities and other local governments and non-profit service agencies. Role of the city manager and other professional administrators.

327 American Political Parties (3:3).
Analysis of the role of political parties in the American political process, with emphasis on recent elections and campaigns. Prysby.

328 North Carolina and Southern Politics (3:3).
Examination of contemporary political and governmental developments in the American South. Particular attention to North Carolina politics and government.

329 American Political Movements (3:3).
Examination of recent American political movements. Emphasis on their ideologies, their tactics, and their effect on public policy.

330, 331 Workshop in Practical Politics (3:2:6), (3:2:6). Pr. consent of instructor; 200, 327 or 328 recommended.
Analysis of electoral campaign strategies by party and candidate through actual participation in campaigns and by writing of case studies based on student campaign participation. Spring semester in even numbered years covers primary elections; fall semester concentrates on general elections. Either semester may be taken independently.

332 Elections and Voting (3:3).
Analysis of influences on voting behavior and of the relationship among voting behavior, elections, and the political process as a whole, with emphasis on contemporary U.S. presidential elections. Prysby.

333 Congress and Legislatures (3:3).
Examination of contemporary legislative bodies - Congress, state legislatures, and foreign parliaments. Attention given to their internal organizations and politics and to their relationship to their Chief Executive. Olson.

334 The American Presidency (3:3).
Examination of the contemporary American presidency. Attention given to the multiple roles of the president, to the rise of the presidency in American government and politics, and to the implications of a powerful presidency for democratic government. Olson.

335 Women in Politics (3:3).
Relationship of women to political process with particular emphasis on women's political socialization, patterns of political participation, and leadership selection.

336 Women and the Law (3:3).
Analysis of American laws affecting women with emphasis on the impact of existing law on contemporary social and political issues.

340 International Politics (3:3). Pr. 240.
Analysis of recent problems in international politics, including weapons proliferation, underdevelopment, and selected regional conflicts. Griffiths.

341 International Law and Organization (3:3). Pr. any international relations course or consent of instructor.
Introduction and analysis of the fundamentals of international law and organization and their role in the contemporary international system. Griffiths.

342 American Foreign Policy (3:3).
Analysis of the decision-making process concerning formulation and execution of American foreign policy. Meyers.

343 Comparative Foreign Policy (3:3). Pr. 240 or 342 or consent of instructor.
Comparative analysis of foreign policy of major nation states, including Russia, Japan, China, France and Germany.

345 National Security Policy (3:3). Pr. 240.
Development of national security policy and the role of military forces in the United States. Emphasis on the changing nature of security challenges. Griffiths.

346 Russian Foreign Policy (3:3).
Analysis of development and implementation of Soviet Foreign Policy and the foreign policy of the current government of Russia.

350 Democratic Political Systems (3:3).
Comparative examination of political institutions and behavior in selected industrialized and non-industrialized countries.

355 Selected Topics in Comparative Politics (3:3). • May be repeated for credit when topic varies.
Cross-national examination of specific topic in political organization and behavior. 355a. Political Violence; 355b. Political Parties; 355c. Politics of Development; 355d. Politics of Industrial Societies; 355e. Legislative Process; 355f. Politics of the Future; 355g. Political Ideologies.

361 East European Politics (3:3).
Analysis of patterns of political power in European nations formerly ruled by Communist parties, including an examination of the development of political liberalization, dissent, and international relations. Crowther.

371 American Political Thought (3:3).
Examines major works in American political thought by authors such as Madison, Jefferson, Lincoln, Thoreau, Emerson, King, Malcolm X, and Friedan. Special Emphasis on tracing the promise and problems of American life.

391 African Political Systems (3:3). Pr. 260 or consent of instructor.
Survey and analysis of the institutions and current problems of African states. Emphasis on Sub-Saharan Africa. Griffiths. *[NW, CNW].*

399 Public Affairs Internship (1 to 3). Pr. consent of instructor. • May be repeated for credit.
Field learning experience in governmental agencies and private organizations involved in the political process. Academic supervision provided by faculty advisor and direction in field provided by job supervisor. Written report on a substantive topic related to the internship required.

401, 402 Individual Study (1 to 3), (1 to 3). Pr. departmental stamp required for registration.
Reading or research. Available to qualified students upon recommendation of an instructor.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

501 Selected Topics in Political Science (1 to 3). Pr. major in political science or consent of instructor. • May be repeated for credit when topics vary.
Opportunity for advanced students to study in depth a topic of special interest.

503 Survey Methods for Policy Research (3:3).
Theoretical and practical issues involved in designing and using sample surveys for political and policy research. Emphasis on survey methods used by the government and others in public sector.

504 Computer Applications in Public Administration (3:3).
An overview of computer applications in public administration, covering both specific applications and broader questions of design, management, and impact of information and decision support systems. Prysby.

505 Problems in Politics (3:3).
Seminar in research and study in political science. Attention also on problems of methodology and alternative conceptions of field of political science as a scholarly discipline.

510 Topics in Public Policy (1 to 3). Pr. consent of instructor. • May be repeated for credit when topic varies.
Intensive analysis of a major area of public policy. Examination of sources of policymaking, the policymaking process, and the impact of policy. 510a. Politics of Education; 510b. Criminal Justice; 510c. Labor

Relations; 510d. Foreign and Defense Policy; 510e. Environmental Policy; 510f. Urban Development Policy; 510g. Health Strategies; 510h. Global Challenges; 510i. Press and Politics; 510j. Politics of Industrial Policy; 510k. American Foreign Policy; 510m. Comparative Foreign Policies; 510n. Soviet Foreign Policy.

511 Problems in Public Management (1). Pr. consent of instructor. • May be repeated when topics vary up to a limit of six credit hours.
Intensive examination of important current problems related to the management of public institutions.

512 Federalism and Intergovernmental Relations (3:3). Pr. consent of instructor or 200, 210, or 310; or graduate standing.
Focuses on changing relationships of local-state-federal agencies, expanding role of regional cooperation, and recent developments in sub-national governments.

516 Administrative Law (3:3). Pr. 200 or approval of instructor.
The law, practice, and procedure in federal administrative agencies: agency rulemaking; administrative adjudication; judicial review; informal process and administrative discretion. Buck.

520 Urban Political System (3:3). Pr. 323 or 324 or consent of instructor.
Examination of major topics in the study of urban government and policy. Systems approach to provide an analytic framework for interrelating specific topics such as citizen participation, interest groups, parties, types of elections, forms of government, community power, and racial politics. Tulloss.

530 Administrative and Elected Leadership (3:3). Pr. consent of instructor.
Recruitment, selection, and roles of executives and legislators; organization and activities of the offices; relationships among executive offices, administrative offices, and legislative bodies. Olson.

535 Citizen Participation in Policy-Making (3:3). Pr. consent of instructor.
Political participation and citizen involvement in governmental policy-making. Both citizen initiated and government sponsored efforts to increase popular input analyzed. Assessment of impact of citizen participation on policy-making in specific areas of policy and on performance of government in general.

540 Nonprofit Management and Leadership (3:3). Pr. senior or graduate standing.
Overview of major concepts and concerns of nonprofit organizations, including tax-exempt status, incorporation, nonprofit-government relations, board-director-staff relations, volunteers, services and program planning, implementation, resource development. DeHoog.

550 Survey of Regional Politics (3:3). • May be repeated for credit when topic varies.
Survey of political problems and processes in international regions, intended primarily for teachers and education majors seeking an introduction to selected geographic areas of the world. 550a. Africa; 550b. Asia; 550c. Eastern Europe and the Soviet Union.

580 Political Change and Public Policy (3:3).
Potential socio-economic and political consequences of contemporary societal policies, including examination of policy options and planning processes.

For Graduate Students Only

600 Public Administration and Management (3:3).

601 Politics of Public Policy (3:3).

602 Quantitative Analysis and Program Evaluation. (3:3).

603 Budgeting and Fiscal Administration (3:3).

604 Public Personnel Management (3:3).

610 Public Policy Analysis (3:3).

612 Organizational Behavior (3:3).

613 Local Government Administration (3:3).

615 Public Personnel: Development and Evaluation (3:3).

620 Research Seminar in Urban Policy (3:3).

630 Research Seminar in American Politics (3:3).

635 Political Ideologies and Political Movements (3:3).

650 Research Seminar in Comparative Public Policies (3:3).

690 Public Affairs Seminar (3:3).

695 Public Affairs Internship (3 to 6).

696 Directed Field Research (3 to 6).

697, 698 Special Problems in Political Science (1 to 3), (1 to 3).

699 Thesis (3 to 6).

800 Graduate Registration (0).

DEPARTMENT OF PSYCHOLOGY

296 Eberhart Building

Anthony DeCasper, Professor and Head of Department

Professors DeRosa, Eason (Emeritus), Gottlieb, (Excellence Foundation Professor), Guttentag, Hunt, Johnston, Logan, Lumsden, Nelson, Salinger, Shull, Smith (Emeritus), Soderquist, Wells, White; Associate Professors Hicks, Keane, Lawrence, Rabiner, Seta; Assistant Professor Kossen

The Department of Psychology approaches its subject matter as a scientific discipline with emphasis placed on understanding behavior and cognition through experimentation and observation.

All of the major areas of specialization in psychology are represented among the interests of the departmental faculty. Physiological psychologists study the biological foundations of behavior. Experimental psychologists investigate problems related to cognition, learning, sensation and perception, personality, developmental, and social psychology. Clinical psychology emphasizes the application of psychological principles to clinical problems and other aspects of adult and child behavior.

To supplement reading and lecture material, some courses have laboratories where students can see the principles of behavior and psychological functioning in operation firsthand. In addition to the B.A. program for undergraduates, the department offers training at both the M.A. and Ph.D. levels.

Students may take any 300- and 400- level psychology course for which they satisfy the stated prerequisites.

Students who wish to seek **teacher licensure** should see "Teacher Education" in Chapter 6 as well as below. Such persons should contact the departmental Director of Undergraduate Studies as early as possible.

PSYCHOLOGY MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours

The **Psychology Major** provides a background for entry into a variety of professions other than psychology where understanding the principles of behavior and cognition is important. It also provides the necessary background for individuals planning to do graduate work in either basic or applied psychology.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 semester hours in psychology including: PSY 221 or 223; 310; either 341 or 345; either 326 or 342 or 347; either 450 or 453; 452 or 454; 425 or 449 or 451; and 515. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

TEACHER LICENSURE IN SOCIAL STUDIES

Students majoring in psychology may elect to pursue teacher licensure in Social Studies. Completion of this means of teacher certification will enable one who wishes to teach Social Studies curricula in the secondary schools to gain the background for teaching psychology courses as well. The requirements for completion of teacher licensure in Social Studies are listed on pp. 399-400 of this catalog. The University, College, and departmental major requirements are the same as for any other psychology major; however, those intending to gain teacher licensure are particularly encouraged to select Personality, Abnormal, and Social Psychology either as their choices among the required alternatives or as electives in the major. Furthermore, the student is encouraged to choose electives in Departments of Sociology, Philosophy, or Religious Studies that address human behavior and experiences from complementary or, perhaps, alternative perspectives.

CONCENTRATION IN PSYCHOLOGY

for Teacher Education Students

A minimum of 24 semester hours to include:

Psychology 221

A minimum of 3 courses at the 300 level

A minimum of 2 courses above the 300 level (not including PSY 433 or 434)

Plus other psychology courses (which can include 433 and 434) to total a minimum of 8 courses or 24 semester hours

PSYCHOLOGY AS A SECOND MAJOR

Psychology courses required are the same as for a Psychology Major. (See College Requirements for Second Majors, p. 77).

BIOPSYCHOLOGY SECOND MAJOR

This second major is designed for students interested in behavior and the structure and function of nervous systems. Topics will span molecular, cellular, organ, and organismal levels.

Basic requirements: BIO 111, 112, 277, 355; CHE 111, 112, 114, 115; MAT 121 or 191; and PSY 221, 425, 450, 453.

Additional requirements: a minimum of six additional hours in Biology courses selected from BIO 425, 453, 464, 477, 479, 567, and 575; and three additional hours in Psychology courses.

Strongly recommended: CHE 351, 352, 354; MAT 191, 292; and PHY 101, 102.

PSYCHOLOGY MINOR

A student may earn a minor in psychology by completing a minimum of 15 hours in the department. The Department's Director of Undergraduate Studies will be glad to recommend courses appropriate to the student's interest.

PSYCHOLOGY COURSES (PSY)

For Undergraduates

221 General Psychology (3:3). • Students may not take both 221 and 223 for credit.
Survey of psychology. Includes psychology as science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, personality (normal and pathological), statistics, testing, intelligence, aptitudes, and achievement. *[SB, CSB].*

223 Introduction to Psychology: Natural Science Perspective (3:3). • Students may not take both 221 and 223 for credit. • PSY 223 cannot be substituted for PSY 221 for Teacher Education curricular requirements.
Topics include evolutionary and genetic factors, physiological processes, sensory processes, perception, learning, memory, motivation, and emotion. Relation between research and theory stressed. *[NS, CLS].*

223L Experimental Psychology Laboratory (1:2). Pr. prior or concurrent enrollment in 223 or consent of instructor.
Laboratory/lecture introduction to methods of experimental psychology. Emphasizes formulating hypotheses, designing experiments, describing and interpreting data, and writing reports. *[NS, CLS].*

310 Statistics in Behavioral Science Research (3:3).
Moment and product-moment statistics; description and inference; estimating parameters and testing significance. Taught at introductory level. Requires knowledge of elementary algebra.

312 Psychology of Learning (3:3). Pr. 221 or 223.
Principles of learning and their application to everyday human behavior. Analysis of learning situations involved in child-rearing, classroom teaching, and deviant behavior. *[SB, CSB].*

314 Industrial and Organizational Psychology (3:3). Pr. 221 or 223.
Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior. (Same as MGT 314)

320 Psychology of Animal Communication (3:3). Pr. one introductory course in a behavioral or biological science or consent of instructor.
Survey of the strategies of non-human communication used by animals, the methods used for their study, and their bearing on human communication.

326 Developmental Processes: Learning, Cognition, and Perception (3:3). Pr. 221 or 223.
Children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodology, and findings of research in the areas of learning, cognition, and perception.

341 Abnormal Psychology (3:3). Pr. 221 or 223.
A description of the various psychological disorders is presented along with the research methods used to study them. Each disorder is approached from a number of perspectives: Biological, psychosocial (psychodynamic, interpersonal, behavioral, cognitive, and humanistic) and sociocultural. *[SB, CSB].*

342 Developmental Processes: Social, Personality, and Motivation (3:3). Pr. 221 or 223.
Survey of development and behavior of children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodology, and findings of research in the areas of social, personality, and motivation development.

345 Introduction to Personality (3:3). Pr. 221 or 223.
Comparative study of representative theories of personality from the psychodynamic, trait, behavioral, and humanistic perspectives. *[SB, CSB].*

346 Sex, Gender, and Behavior (3:3). Pr. 221 or 223.
Evaluation of effects of biological sex and gender role socialization on personality and behavior through examination of empirical research.

347 Dynamics of Social Behavior (3:3). Pr. 221 or 223.
Study of social behavior. Covers attitudes, communication, perception of others, small group behavior.

361 Environmental Psychology (3:3). Pr. 221 or 223.
Evaluation of research in environmental psychology. Content areas include attitude change, crowding, effect of an unpredictable environment, helping and helplessness.

410 The Psychology of Language (3:3). Pr. 221 or 223.
Language comprehension and memory. Relationship between language and thought. Psychological questions considered from several different theoretical and methodological perspectives.

412 Language and the Child (3:3). Pr. 221 or 223 and 326, equivalents, or permission of instructor.
Psychological issues, methodologies, and findings in language development. Emphasis on language as an interactional learning device central to the development of cognition and knowledge of the world.

425 Animal Behavior (3:3). Pr. 221 or 223.
Application of theory of evolution to the explanation of animal behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in sociobiology and human evolution.

433, 434 Special Problems in Psychology (1 to 3), (1 to 3). Pr. juniors and seniors with at least 9 hours of psychology; student should consult instructor before registering for this course.
Opportunity for students to work individually or in small groups on psychological problems of special interest. Survey of given field or intensive investigation of particular problem. Paper or other formal evaluation required.

437 Psychological Tests and Measurements (3:2:3:). Pr. 221 or 223 and 310.
Major principles of measurement of psychological attributes. Factors essential for reliable and valid measuring instrument. Fundamentals of testing in areas of achievement, personality, intelligence, attitudes, and projective techniques. Experience in constructing, giving, and evaluating tests provided in laboratory.

440 Introduction to Clinical Psychology (3:3). Pr. 221 or 223, and 341.
Theories and techniques of current approaches to clinical psychology. Survey of clinical applications, theoretical underpinnings, empirical support, and current controversial issues.

449 Motivation and Emotion (3:3). Pr. 221 or 223.
History, data, and theories concerning the nature and scientific status of motivational and emotional variables. Roles of physiological factors and learning stressed.

450 Physiological Psychology (3:3). Pr. 221 or 223 or BIO 111, 112.
Role of central and peripheral nervous systems, muscles, and glands in mediation of behavior.

451 Experimental Analysis of Operant Behavior (3:2:3). Pr. 221 or 223.
Methodological and theoretical considerations of basic factors of generation, maintenance, extinction, differentiation, discrimination, generalization, chaining, and motivation of operant behavior.

452 Cognitive Psychology (3:2:3). Pr. 221 or 223.
Processes involved in human learning, memory, problem solving, and related performance; examination of typical experimental techniques, results, and current theoretical accounts of these processes.

453 Sensory Processes (3:2:3). Pr. 221 or 223.
Sensory systems and how they receive and modify information about the external environment; structures, function, and phylogenetic development of eye, ear (including labyrinth), nose, and organs of touch.

454 Perceptual Processes (3:2:3). Pr. 221 or 223.
Examination of perceptual processes of detection, discrimination, and scaling of changes in visual and auditory stimulus input, as well as study of instances of perceptual stability.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

502 Psychology of the Exceptional Child (3:3). Pr. 221 or 223 and consent of instructor. • May not be taken by students who have credit for CUI 540.
General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of teachers in special education.

503 Mental Deficiency (3:3). Pr. 221 or 223 or consent of instructor.
Definitions, theories, classifications, etiology, diagnosis, and psychotherapy in area of mental deficiency.

504 Behavior Disorders in Children (3:3). Pr. 326, 342, or consent of instructor.
Clinical and experimental approaches to psychopathology of childhood. Etiology and modification of deviant behavior in various age groups through adolescence.

505 Applied Behavioral Psychology (3:3). Pr. 221 or 223 or consent of instructor.
Principles of behavior and their current applications to educational and human service settings. Recommended for psychology majors, and graduate and undergraduate students in counseling, speech pathology, social work, physical education, nursing.

506 Psychology of Aging (3:3). Pr. 221 or 223 or consent of instructor.
Adult lifespan changes in psychophysiology, cognition, personality, sexuality, social relationships, and mental health.

515 History and Systems of Psychology (3:3). Pr. senior or graduate status with minimum of 12 hours of psychology, including 221 or 223, or consent of instructor.
Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and ways systems are reflected in contemporary psychology.

524 Consumer Behavior (3:3). Pr. 221 or 223 or MGT 312 or consent of instructor.
Psychological and socio-economic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. (Same as MGT 524)

525 Developmental Psychobiology (3:3). Pr. 425 or equivalent or permission of instructor.
Examination of current research and theory in behavioral development in non-human animals. Topics include instinct theory, role of experience in development, and the relation between development and evolution of behavior.

540 Drugs and Behavior (3:3). Pr. 450, 453, or consent of instructor.
Introduction to study of drug effects on brain and behavioral processes in normal and abnormal populations. Implications of drug/behavior interactions for the physiological understanding of behavior.

550 Clinical Neuropsychology (3:3). Pr. 450, 453, or consent of instructor.
Introduction to the relationships between human brain function and behavior in normal and clinical populations.

For Graduate Students Only

601 Graduate Problems in Psychology (1 to 3).
602 Seminar in Systematic Issues (3:3).
604 Organizational Behavior in Management (3:3).
608 Personality and Social Development (3:3).
611 Experimental Design in the Behavioral Sciences (3:3).
612 Psychological Perspectives on Language (3:3).
614 Child Language: The Psychological Perspective (3:3).
617 Behavior Theory (3:3).
622 Theory and Methods of Psychotherapy (3:3).
623 Theory and Methods of Personality Assessment (3:3).
624 Research Methods in Clinical Psychology (3:3).
625 Advanced Animal Behavior (3:3).
626 Theory and Methods of Behavioral Assessment and Therapy (3:3).
640 Theory and Methods of Intellectual Assessment (3:3).
642 Practicum in Clinical Intervention (1 to 6).
643 Developmental Psychology (3:3).
644 Human Behavioral Development (3:3).
645 Cognitive Development (3:3).
646 Social Bases of Personality (3:3).
647 Advanced Social Psychology (3:3).
650 Physiology of Sensory and Behavioral Processes (3:3).
650L Physiological Psychology Laboratory (1:0:3).
651 Experimental Analysis of Operant Behavior (3:2:3).
652 Cognitive Processes (3:2:3).
655 Sensation and Perception (3:3).
661 Psychological Disorders in Children (3:3).
662 Psychological Disorders in Adults (3:3).
683 Contemporary Problems (3:3).
691 Advanced Clinical Seminar in Couple and Family Counseling/Therapy (3:3)
699 Thesis (6).
721 The Teaching of Psychology (3:3).
751 Independent Doctoral Research (1 to 6).
762 Internship in Clinical Psychology (1 to 12).
763 Externship in Clinical Psychology (1 to 12).
799 Doctoral Dissertation Research (12).
800 Graduate Registration (0).

Department of Religious Studies

109 Foust Building

Henry Samuel Levinson, Professor and Head of Department

Associate Professor Wakeman; Assistant Professors Krueger, Orzech, Ramsey; Lecturers Headington, Sopper

The Department of Religious Studies investigates a variety of religious traditions, movements, and expressions that play important roles either historically or in contemporary cultures.

Courses are organized in four concentrations:

1. Traditions
2. Historical Studies
3. Critical and Evaluative Studies
4. Cultural Studies.

The Department teaches courses on such traditions as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto, and Taoism. Historical studies include courses about religions in African, Asian, Middle East, European, and American (especially United States) history. Critical and evaluative studies include courses on religious philosophies, religious ethics, and theologies, as well as political, social, and psychological accounts of religious life. Cultural studies include courses that investigate the role religion plays in politics, economics, social movements, arts, sciences, as well as diverse forms of personal conduct.

Religious Studies Courses Which Meet All-University Liberal Education Requirements (AULER) and College of Arts and Sciences Liberal Education Requirements (CLER)

REL 104, 107, 109, 110, 207, 226, 228, 309, 365	Analytic and Evaluative Studies (AE, CAE)
REL 202, 204, 210	Historical Perspectives on Western Culture (HP, CPM)
REL 131, 212	Historical Perspectives on Western Culture (HP, CMO)
REL 111, 211, 218, 220, 221, 225, 351	Nonwestern Studies (NW, CNW)

Religious Studies Major (Bachelor of Arts)

Required: 122 semester hours

The Religious Studies Major participates in a diversified program in the humanities, studying religious history, imaginative literature, systems of thought, and criticisms of culture, politics, and society. Because religious studies majors engage in multidisciplinary studies in the liberal arts, they are well-qualified to enter any field that profits from disciplines of exposition, analysis, appreciation, criticism, and historical reflection. Upon graduation, Religious Studies majors have gone into teaching, medicine, nursing, law, business, ministry, journalism and communications.

Members of the Religious Studies Department are available to advise students about career opportunities and to refer them to further information that may be of help.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its

programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

Minimum 24 semester hours in Religious Studies above the 100-level, including one course from each category.

1. Traditions: REL 210, 211, 212, 215, 218, 220, 221, 225, 351
2. Historical Studies: REL 202, 204, 301, 305, 366, 367
3. Critical and Evaluative Studies: REL 207, 226, 227, 228, 240, 259, 324, 325, 330, 333, 339, 365
4. Cultural Studies: REL 309, 310, 314, 318, 503

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Religious Studies Minor

The **Religious Studies Minor** complements majors in a variety of fields in the humanities and social sciences; for others it provides a way to focus various disciplines in the humanities on a profoundly significant part of cultures around the world. The minor consists of 18 semester hours including one course each in Traditions, Historical Studies, Critical and Evaluative Studies, and Cultural Studies.

Religious Studies Courses (REL)

For Undergraduates

104 Religion, Ritual, and the Arts (3:3).
A study of how myths and stories are used in ritual and the arts. The specific traditions treated will vary. *[AE, CAE].*

107 Myth and Ritual in the Ancient Near East (3:3).
Exploration of classical Western religious themes (marriage, battle, underworld, journey) in the earliest form of their expression in ancient Near Eastern myth and ritual. *[AE, CAE].*

109 Religion and Contemporary Culture (3:3).
Understandings or religion as shaped by contemporary social institutions, the arts, politics, and philosophy. *[AE, CAE].*

110 Introduction to Religious Studies (3:3).
Inquiry into meaning of religion through consideration of forms, patterns, categories, symbols, and practices which characterize religious experience. *[AE, CAE].*

111 Non-Western Religion (3:3).
Comparative study of non-Western religions and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual, and social forms. *[NW, CNW].*

121 Religious Themes in Contemporary Literature (3:3).
Religious attitudes and themes concerning suffering, bafflement, and evil in contemporary novels by such authors as Atwood, Chappel, Delilo, Dillard, Erdrich, Heller, Kundera, Levi, Morrison, Rushdie, Thomas, Tylor, and Vonnegut.

131 Religion in America (3:3).
Diverse religious traditions and thinkers that have played a significant role in the history of the United

States from Native American beginnings to the present. *[HP, CHP-CMO].*

202 Introduction to the Hebrew Scriptures (3:3).
Study of the Hebrew scriptures (the Old Testament) in historical, sociological, and literary context. *[HP, CHP-CPM].*

204 New Testament and the Origins of Christianity (3:3).
Study of the New Testament texts in their historical, sociological, and literary contexts. *[HP, CHP-CPM].*

207 Modern Problems of Belief (3:3).
Exploration of ways in which God has been understood in the context of the eclipse of religion in Western culture from the Enlightenment to the present. *[AE, CAE].*

210 Christianity I (3:3).
Study of classic Christian texts, symbols, rituals, and social movements to the dawn of the Reformation. *[HP, CHP-CPM].*

211 Hinduism (3:3).
Introduction to the Hindu religious tradition, its myths, rituals, music, social structure, and philosophical thought. *[NW, CNW].*

212 Christianity II. (3:3).
Examination of a range of themes in the history of Christian thought from the sixteenth century to present, through reading of a variety of texts representative of Christian traditions. *[HP, CHP-CMO].*

215 Judaism (3:3).
Introductory study of Judaism, its history, texts, life, and thought.

218 Religions of China (3:3).
A study of the religions of China in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics. *[NW, CNW].*

220 Religions of Japan (3:3).
A study of the religions of Japan in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics. *[NW, CNW].*

221 Buddhism (3:3).
Introduction to the origin, development, and impact of Buddhism in Asian cultures. Focus on religious doctrines, forms of community, religious practices, techniques, art and iconography, and the implications of the Buddhist perspective for the contemporary world in both Asia and the West. *[NW, CNW].*

225 Islam (3:3).
Introduction to origins of Islam and its development as a world religion focusing on doctrine, ritual practices, and community structures. *[NW, CNW].*

226 American Religious Thought I (3:3).
Exploration of American religious thought from settlement through the National Period (mid-19th century), focusing on the works of Puritans, Rationalists, and Romantics. *[AE, CAE].* (Formerly REL 331)

227 American Religious Thought II: The Romantic Tradition (3:3).
A study of thinkers like Emerson, Whitman, and Thoreau that focuses on issues concerning religion in a democracy, divinity and nature, and the 'revelatory' character of poetry. (Formerly REL 230)

228 American Religious Thought III: The Pragmatic Tradition (3:3).
Study of 'classic' pragmatic religious thinkers, including Peirce, James, Royce, Santayana, and Dewey. Focuses on issues concerning the character of religious experience, divinity and nature, the problem of evil. *[AE, CAE].*

240 Modern Jewish Thought (3:3).
A survey of modern Jewish thinkers from Spinoza to Rozensweig.

259 Philosophy of Religion (3:3).
Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul. (Same as Philosophy 259)

301 History of Early Christianity (3:3).
Development of various kinds of Christian beliefs and practices from the second to seventh centuries. Focus on primary sources.

305 Religions of the Greco-Roman World (3:3).
Study of themes in Judaism, Christianity, and pagan religious movements of the Mediterranean world from Alexander to Constantine.

309 Gender and Spirituality in the West (3:3).
Examines assumptions about gender roles in Western religious tradition in relation to changing roles of men and women, spiritual needs and new forms of their expression. *[AE, CAE].*

310 Christianity and the Construction of Gender (3:3).
Study of the role of categories of male and female in the creation and maintenance of Christian notions of holiness, authority, and hierarchy in historical perspective.

314 Saint and Society in the Early Middle Ages (3:3).
Examination of the concept of sanctity and of the rise and function of the veneration of holy men and women in Christian tradition from the fourth to the seventh century.

318 Magic, Science, and Religion (3;3).
Examination of theories of religion advanced by anthropologists, sociologists, historians and theologians. Consideration of case studies to understand religion as a system of beliefs and practices.

324 Philosophical Issues in Religion (3:3).
Modes of philosophical reflection, groups of human conceptuality and their relation to the truth of religious claims.

325 Contemporary American Jewish Thought (3:3).
Analysis and evaluation of American Jewish thinkers: Kaplan, Heschel, Soloveichik, and Fackenheim. Topics include the Holocaust, Israel, relations with Gentiles, Jewish life in a democracy, and relations with African Americans.

330 Major American Religious Thinkers (3:3). Pr. consent of instructor. • May be repeated for credit when topic varies.
Topics to vary. Analysis and evaluation of major works by an American religious thinker, e.g., Jonathan Edwards, or works exemplifying a particular intellectual movement, e.g., the Puritan Christian Enlightenment.

333 Religion and Psychology (3:3).
Presents classic Western and/or Asian psychological theories of religion and shows how various religious traditions understand the human psyche.

339 Understanding Religious Experience (3:3).
Analysis and evaluation of works by major thinkers, e.g., Schleiermacher, Edwards, Otto, James, Santayana, Alston, Buber and Proudfoot, interpreting religious experience, e.g., conversion, prayer, mysticism, and possession.

340 Modern Jewish Thinkers (3:3). Pr. 240. • May be repeated for credit when subject varies.
Analysis and evaluation of major works by a Jewish thinker, e.g., Martin Buber, or works exemplifying a particular intellectual movement, e.g. Jewish existentialism. Topics will vary.

351 Religion in Traditional Societies (3:3).
Study of religion in traditional societies in which the basic question "What is it to be human?" is raised by entering into the diverse symbolic worlds of native Americans, Africans, or others. *[NW, CNW].*

365 Myth and Theory (3:3).
An examination of theories of myth in light of intensive readings in Asian, African and Western Mythology, with emphasis upon the role of myth in religion and culture. *[AE, CAE].*

366 Religions of China: Selected Topics (3:3).
Explores selected aspects of Chinese religions. Possible topics include ritual, Taoist alchemy, ancestor worship, Ch'an Buddhism, the underworld and the dead.

367 Religions of Japan: Selected Topics (3:3).
Exploration of selected aspects of Japanese religions. Possible topics include ritual, Japanese festivals, Shinto, ancestor worship, Zen Buddhism, the underworld and the dead.

401, 402, 403, 404 Tutorial (1 to 3), (1 to 3), (1 to 3), (1 to 3). Pr. permission of instructor.
Directed program of reading, research, and private instruction.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

503 Topics in Religious Studies (3:3). Pr. permission of instructor. • May be repeated once for credit.
Study of role, nature, and function of selected social forms of religious life through cross-cultural comparison or intensive study of one religious tradition.

For Graduate Students Only

695 Independent Study (1 to 3).

Department of Romance Languages

319 McIver Building

Kathleen V. Kish, Professor and Head of Department

Professors Fein, Sánchez-Boudy, Smith, Smith-Soto; Associate Professors Almeida, Bulgin, Goode, Koenig, Mitchell, Sotomayor; Assistant Professors Arias, Campo, Chesak, Rizk; Lecturers Angileri, Bender, Hill, López-Bilbao, McLin, Tomlinson

The Department of Romance Languages offers a variety of programs in language, literature, and culture of the three major Romance areas of French, Spanish, and Italian. Students may begin the study of any of these at the elementary level or continue it at the intermediate level. Students with one or more years of high school French or Spanish who wish to continue the study of that same language must take the Language Placement Test. Incoming transfer students returning to the study of French or Spanish begun in high school but not previously pursued at the college level must also take the test. Intermediate proficiency is expected for further work in French or Spanish; according to the student's interests, he or she may then begin the study of literature or develop language skills in composition and conversation. Native or near-native speakers must consult with Department Head before signing up for courses in the Department.

The Department's goals are three-fold:

1. To provide practical training in understanding, speaking, reading, and writing a foreign language;
2. To promote those values in the liberal arts tradition that derive particularly from the study of language and literature: increased understanding of language itself as structure and process, and the enlightening encounter with cultures and modes of thought different from one's own.
3. To prepare students interested in becoming French and Spanish teachers by providing a range of courses and experiences in their prospective field.

In addition to the Bachelor of Arts degree, the department offers the Master of Arts and the Master of Education degrees in French and in Spanish.

Special facilities and features include language laboratories; summer programs in France, Spain, Italy, and Latin America; and French and Spanish honorary societies. Achievement in Romance studies is recognized by five annual awards to outstanding juniors and seniors.

French or Spanish Major (Bachelor of Arts)

Required: 122 semester hours

The **French and Spanish Majors** are designed to ensure a well-rounded preparation in language and literature. The programs are balanced and comprehensive, yet they allow students the latitude to explore subjects of special interest to them. Specific course and area requirements and electives in language, literature, and culture characterize both programs. The majors in Romance Languages begin above the 204 level. The maximum number of hours in the major that will count toward graduation is 60 (see p. 78 for details).

Students seeking teacher licensure should see "Teacher Education" in Chapter 6.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements in French

Minimum 30 semester hours above the 204 level, including:

1. 301
2. 307, 308 (301 is a prerequisite for 307 and 308)
3. 309 (301 is a prerequisite for 309) and 409 (309 is a prerequisite for 409)
4. One course from: 311, 312, 313 (301 is a prerequisite for 311, 312, 313)
5. Two literature courses at the 400- or 500-level (307 or 308 is a prerequisite for any literature course at the 400-level; a 400-level course is a prerequisite for a 500-level course)
6. Additional courses (6-12 sem. hrs.)

Students seeking **teacher licensure** must include Phonetics(411) and Civilization (371a or 372 or 571 or 572). Literature courses should be chosen so as to represent a range of periods, movements, and/or genres. Please see additional teacher licensure requirements discussed in "Teacher Education" in Chapter 6.

Literature courses in English translation may not be used for credit toward the major.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Requirements for the Second Major in French

24 semester hours above the 204 level.

1. 301, 307, 308, 309
2. One course from 311, 312, 313, 409
3. One 400-level literature course
4. Two other courses above 204

Students seeking teacher licensure must include Phonetics (411), Civilization (371a or 571 or 572), Composition (309 or 409) and Conversation (311 or 312 or 313 or 409) in the 24 semester hours.

Literature courses in English translation may not be used for credit toward the second major.

Requirements for the Minor in French

15-21 semester hours of courses in French above 203, excluding literature courses in English translation.

Major Requirements in Spanish

Minimum 30 semester hours above the 204 level, including:

1. 305, 306
2. Four language courses (a maximum of six sem. hrs. of 300-level conversation may be counted toward the first 30 hrs. of the major) from: 309, 311, 312, 313, 341, 409

3. Three literature courses at the 400 level or above (400-level literature courses normally have as a prerequisite 305 and 306, or equivalent; 500-level literature courses normally have as a prerequisite one 400-level course in Hispanic literature or permission of instructor).
4. Additional courses above 204 to fulfill hours in the major. At least one course at the 500 level must be included in the major.

Students seeking **teacher licensure** must include Phonetics (450) and Civilization (371 if taken in Spain, or 571, or 572). Please see additional teacher licensure requirements discussed in "Teacher Education" in Chapter 6. Literature courses in English translation may not be used for credit toward the major.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Requirements for the Second Major in Spanish

24 semester hours above the 204 level.

1. 305, 306
2. Three courses from: 309, 311, 312, 313, 314, 341, 409, 450
3. One 400-level literature course
4. Two other courses above 204

Second majors who plan to teach must include composition (309 or 409), conversation (311, or 312, or 313), phonetics (450), and civilization (371 if taken in a Spanish-speaking country, or 571, or 572) in the 24 sem. hrs. Literature courses in English translation may not be used for credit toward the major.

Requirements for the Minor in Spanish

15-21 semester hours of courses in Spanish above 203, excluding literature courses in English translation.

Related Courses, Second Majors

Suggested: second foreign language and literature; English or American Literature; Classical Studies; European, French, or Latin American History; International Studies; Linguistics; Music; Art; Social Science.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN FRENCH AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in French/Business Administration provides the opportunity for a student to complete a BA in French (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Romance Languages as early as possible.

In the spring of the junior year, students should

- take the GMAT
- apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in French/MBA in Business Administration

A. College Liberal Arts Component (61 hours max)	**Hours**	**Hours reduced by courses meeting more than one requirement**
See additional CLER area requirements and available AP credit on p. 76.	21-34	
Special CLER area requirement for this program:		
Mathematics (MT)— *required: MAT 120 or 191 (see C below)*	3	-3
Social and Behavioral Sciences (SB)— *required ECO 201 (See C below) and two other SB courses*	9	-3
World Literature (WL)— *required FRE 307 (See B below)*	3	-3
Foreign Language (FL)— satisfied by placement exam	0-12	-12
Maximum hours	48-61	
Total Hours (reduced)	**39-40**	**(-21)**
B. French Major Requirements (30 hours)		
Note: FRE 204 or an appropriate score on the placement exam is a prerequisite for FRE 301 and above.		
1. FRE 301	6	
2. FRE 307 (also meets CLER WL requirement), 308	12	
3. FRE 309, 409	9	
4. One course from: FRE 311, 312, 313	3	
5. Two literature courses: 400 or 500 level	6	
6. Additional courses (recommended: FRE 341 or 342; FRE 371a or 372)	6	
Total hours	**30**	
C. Prerequisites for the MBA (21 hours)		
1. MAT 120 or 191 (also meets CLER MAT requirement and is prerequisite for ECO 250)	3	
2. ISM 110 (prerequisite for ECO 250)	3	
3. ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
3. ACC 201, 202	6	
Total hours	**21**	
Total Undergraduate Requirements	**90-91**	
D. Other Undergraduate Electives	**31-32**	
TOTAL UNDERGRADUATE SEMESTER HOURS	**122**	

E. Related Requirements for the MBA (43.5 hours)	
Senior Year (7.5 hours)	
MBA 601, 604 (Fall)	3.0
MBA 605, 606, 607 (Spring)	4.5
Summer Following Senior Year (4.5 hours)	
Internship and 4.5 credits	4.5
Graduate or 5th Year (24 hours)	
Required foundation and strategic management level requirements; electives	24.0
Summer (3 hours)	
Remaining required and elective courses	7.5
TOTAL MBA SEMESTER HOURS	**43.5**

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN SPANISH AND MBA IN BUSINESS ADMINISTRATION

The accelerated program in Spanish/Business Administration provides the opportunity for a student to complete a BA in Spanish (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Romance Languages as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in Spanish/MBA in Business Administration

A. College Liberal Arts Component (61 hours max)	Hours	Hours reduced by courses meeting more than one requirement
See additional CLER area requirements and available AP credit on p. 76.	21-34	
Special CLER area requirement for this program:		
Mathematics (MT)— *required: MAT 120 or 191 (see C below)*	3	-3
Social and Behavioral Sciences (SB)— *required ECO 201 (See C below) and two other SB courses*	9	-3
World Literature (WL)— *required SPA 305 (See B below)*	3	-3

	Foreign Language (FL)— satisfied by placement exam	0-12	-12
	Maximum hours	48-61	
	Total Hours (reduced)	**39-40**	**(-21)**
B.	**Spanish Major Requirements (30 hours)**		
	Note: SPA 204 or an appropriate score on the placement exam is a prerequisite for SPA 305 and above.		
1.	SPA 305 (also meets CLER WL requirement), 306	6	
2.	Four courses from: SPA 309, 311, 312, 313, 341, 409 (recommended: SPA 341, Business Spanish)	12	
3.	Three literature courses: 400 or 500 level	9	
4.	One additional course	3	
	Total hours	**30**	
C.	**Prerequisites for the MBA (21 hours)**		
1.	MAT 120 or 191 (also meets CLER MAT requirement and is prerequisite for ECO 250)	3	
2.	ISM 110 (prerequisite for ECO 250)	3	
3.	ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
3.	ACC 201, 202	6	
	Total hours	**21**	
Total Undergraduate Requirements		**90-91**	
D.	**Other Undergraduate Electives**	**31-32**	
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**	
E.	**Related Requirements for the MBA (43.5 hours)**		
	Senior Year (7.5 hours)		
	MBA 601, 604 (Fall)	3.0	
	MBA 605, 606, 607 (Spring)	4.5	
	Summer Following Senior Year (4.5 hours)		
	Internship and 4.5 credits	4.5	
	Graduate or 5th Year (24 hours)		
	Required foundation and strategic management level requirements; electives	24.0	
	Summer (3 hours)		
	Remaining required and elective courses	7.5	
TOTAL **MBA** SEMESTER HOURS		**43.5**	

FRENCH COURSES (FRE)

Courses in English Translation

222 Explorations in French Literature: English Versions (3:3).

224 Medieval French Literature in English Translation (3:3).

303 Albert Camus in English Translation (3:3).

A full description of these courses will be found in numerical order in the French courses listed below.

For Undergraduates

101, 102 Beginning French (3:3), (3:3). Pr. 101 prerequisite to 102.
Introduction to French with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

113 Conversation in France (3). Pr. two semesters of beginning French courses or permission of instructor. • Open only to students not meeting the prerequisites for 313.
Extensive formal and informal training in French conversation in a living French setting. Offered only as a summer program in France.

203, 204 Intermediate French (3:3), (3:3). Pr. 102 or equivalent; 203 prerequisite to 204.
Review and further study of basic French structures with emphasis on active use of language skills; listening, speaking, writing, reading. *[CFL].*

222 Explorations in French Literature: English Versions (3:3). • May not be used for credit toward French major.
The best of French literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. *[WL, CWL].*

224 Medieval French Literature in English Translation (3:3). • May not be used for credit toward French major.
Readings from major genres of the Middle Ages in English translation, as reflections of cultural, philosophical, and aesthetic values in the age of chivalry and belief. Fein.

301 Advanced French (3:3). Pr. 204 or equivalent, or instructor's permission.
An opportunity to increase proficiency in oral and written language skills while extending knowledge of French literature and contemporary French culture. A bridge to advanced work in all areas.

303 Albert Camus in English Translation (3:3). • May not be used for credit toward French major.
Reading and discussion of Camus' novels, plays, and essays in English. Smith. *[WL, CWL].*

307, 308 Survey of French Literature (3:3; 3:3). Pr. 301.
307: Middle Ages through the eighteenth century. 308: Nineteenth and twentieth centuries. *[WL, CWL].*

309 French Composition I (3:3). Pr. 301 or permission of instructor.
Study of grammar and idiom. Formal and informal writing.

311 French Conversation (3:3). Pr. 301 or permission of instructor.
Training in spoken French.

312 French Conversation and Culture (3:3). Pr. 301 or permission of instructor.
Training in spoken French in the context of French culture.

313 Conversation in France (3). Pr. 301 or permission of instructor.
Intensive formal and informal training in French conversation in a living French setting. Offered only as a summer program in France.

341, 342 Business French (3:3), (3:3). Pr. 301 or permission of instructor.
French used in various types of business, with practice in writing and speaking. Readings on economic aspects of the French-speaking world. Koenig.

371a, 371b Culture and Civilization in France (3), (3). 371a taught in French; pr. 301 or permission of instructor. 371b taught in English; open only to students not meeting prerequisites for 371a. • 371b may not be used for credit toward French major.
Offered only as a summer program in France. Special emphasis on Paris and one other region of France.

372 Introduction to French Civilization and Culture (3:3). Pr. 301 or permission of instructor.
An introduction to French civilization, presenting an historical overview of major periods with emphasis on selected thematic topics.

409 Advanced Written and Spoken French (3:3). Pr. 309 or permission of instructor.
Intensive practice in the written and spoken language. Focus on refinements in structure, vocabulary development, informal conversation, and formal writing styles. Koenig.

411 French Phonetics (3:3). Pr. 311.
Systematic approach to French pronunciation through sound/spelling relationships, exercises in phonetic transcription, and sound discrimination. Phonetic theory reinforced by aural-oral practice to improve intonation and articulation. Mitchell.

412 French Literature to 1500 (3:3). Pr. 307 or 308.
Introduction to medieval literature (Modern French versions): epic, comic theatre, Arthurian legend, and fabliau. Among works to be read: La Chanson de Roland, Maître Pathelin, romances of Chrétien de Troyes. Fein.

422 French Literature of the Sixteenth Century (3:3). Pr. 307 or 308.
The Renaissance in France, reflected in prose by Rabelais and Montaigne; in lyric poetry of the Pléiade; and in writings of the French humanists. Campo.

432 French Literature of the Seventeenth Century (3:3). Pr. 307 or 308.
The High Classical Period and its antecedents: Molière, Racine, Corneille, La Fontaine, Mme de Lafayette, Descartes, and Pascal. Goode.

442 French Literature of the Eighteenth Century (3:3). Pr. 307 or 308.
The Enlightenment and Pre-Romanticism in France: Prévost, Marivaux, Montesquieu, Voltaire, Diderot, Beaumarchais, and Rousseau. Rizk.

452 French Literature of the Nineteenth Century (3:3). Pr. 307 or 308.
From Romanticism to Symbolism: foundations of modern French literature in the works of Hugo, Balzac, Stendhal, Flaubert, Baudelaire, Mallarmé, and Rimbaud. Bulgin.

462 French Literature of the Twentieth Century (3:3). Pr. 307 or 308.
Quest for meaning in changing times through surrealism, existentialism, and redefined humanism: Apollinaire, Proust, Eluard, Aragon, Malraux, Sartre, Camus, Sarraute, and Robbe-Grillet. Smith.

480 Special Topics in French Literature (3:3). Pr. 307 or 308.
Readings in literature not covered by other course offerings at this level. Topics vary.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

507 Teaching French Through French Literature (3:3). • For upper-level majors and graduate students who plan to teach French. Pr. 400-level course in French literature or permission of instructor.
Strategies for teaching the French language through its literature. All major genres represented.

510 Topics in French Literary Movements (3:3). Pr. 400 level course in French literature or permission of instructor. • May be repeated for credit when topic varies.
In-depth study of a major literary trend: classicism, realism, naturalism, and others.

517 The Auteur Director (3:2:3). Pr. BCT 171 or ENG 330 or permission of instructor. • May be repeated for credit when the topic varies.
Works of an individual film director. Subject differs from offering to offering. (Same as BCT, ENG, ITA, SPA 517)

518 Studies in Film Genre (3:2:3). Pr. BCT 171 or ENG 330 or permission of instructor. • May be repeated for credit when the topic varies.
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. Films screened in French. (Same as BCT, ENG, ITA, SPA 518)

520 Topics in French Fiction (3:3). Pr. 400 level course in French literature or permission of instructor. • May be repeated for credit when topic varies.
Studies in prose fiction - roman, conte, nouvelle - through a variety of critical and historical approaches, each topic focusing on one such approach.

530 Topics in French Poetry (3:3). Pr. 400 level course in French literature or permission of instructor. • May be repeated for credit when topic varies.
Studies in French lyric poetry through a variety of critical and historical approaches, each particular topic focusing on one such approach.

540 Topics in French Theatre (3:3). Pr. 400 level course in French literature or permission of instructor. • May be repeated for credit when topic varies.
Studies in French theatre through a variety of critical and historical approaches, each particular topic focusing on one such approach.

550 Old French Literature (3:3). Pr. 400 level course in French literature or permission of instructor.
Readings in literature of the Old French period (9th-13th centuries).

552 Middle French Literature (3:3). Pr. 400 level course in French literature or permission of instructor.
Readings in fifteenth-century literature exploring each of the major genres: the nouvelle, farce, and lyric poetry. Fein.

560 French Literature of the Renaissance (3:3). Pr. 400 level course in French literature or permission of instructor.
Survey of sixteenth-century literature including works of Marot, Rabelais, and poets of the Pléiade. Special emphasis on the Essais of Montaigne. Campo.

571, 572 French Civilization (3:3), (3:3). Pr. 307 or 308 or 372 or permission of instructor.
Study of France and the French people. Historical and geographical background, intensive study of national traits, home life, institutions, and culture. Stress on present-day France. Koenig.

580 Advanced Topics in French Literature (3:3). Pr. 400 level course in French literature or permission of instructor. • May be repeated for credit when topic varies.
Nontraditional perspectives on literature in the French language: thematic topics, Francophone literature, and others.

590 Topics in Québec Literature (3:3). Pr. 400 level course in French literature or permission of instructor. • May be repeated for credit when topic varies.
Studies in Québec literature through a variety of aspects or genres, each topic focusing on one such aspect or genre.

For Graduate Students Only

600 Methods of Teaching French (1:1:3).

605, 606 Advanced Composition for Graduate Students (3:3), (3:3).

610 History of the French Language (3:3).

620 French Literary Criticism (3:3).

631 Moliere (3:3).

632 Rousseau (3:3).

633 Stendhal (3:3).

634 Gide, Malraux, Camus (3:3).

670 Seminar in French Literature (3:3).

693 Special Problems in French Language and Literature (3:3).

695 Independent Study (3).

699 Thesis (3 to 6).

800 Graduate Registration (0).

SPANISH COURSES (SPA)

Course in English Translation

Spanish literature in English translation course is as follows:

222 Hispanic Masterpieces in English Translation (3:3).
A full description of this course will be found in numerical order in the Spanish courses listed below. *[WL, CWL].*

For Undergraduates

101, 102 Beginning Spanish (3:3), (3:3). Pr. 101 prerequisite to 102.
Introduction to Spanish with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

203, 204 Intermediate Spanish (3:3), (3:3). Pr. 102 or equivalent; 203 prerequisite to 204.
Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading. *[CFL]*

222 Hispanic Masterpieces in English Translation (3:3).
Best of Spanish and Spanish-American literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. *[WL, CWL].*

305 Introduction to Spanish Literature (3:3). Pr. 204 or equivalent.
Reading of representative texts in chronological order, with attention to techniques of literary analysis. *[WL, CWL].*

306 Introduction to Spanish-American Literature (3:3). Pr. 204 or equivalent.
Reading of representative texts in chronological order, with attention to techniques of literary analysis. *[WL, CWL].*

309 Intermediate Spanish Composition (3:3). Pr. 204 or equivalent.
Intensive study of grammar and idiom. Formal and informal writing.

311 Spanish Conversation (3:3). Pr. 204 or equivalent.
Intensive and methodical training in spoken Spanish.

312 Spanish Conversation (3:3). Pr. 311 or permission of instructor.
Further intensive and methodical training in spoken Spanish.

313 Conversation in a Spanish-Speaking Country (3). Pr. 204 or permission of instructor.
Intensive formal and informal training in Spanish conversation in a Spanish or Latin American setting. Offered only in UNCG Program Abroad.

314 Spain Today (3). Pr. 204 or equivalent.
An intensive, one month grammar review and practical orientation course for students participating in the UNCG Study Abroad Program in Spain, emphasizing contact with people in public places, exposure to media, and visits to principal cultural centers.

341 Business Spanish (3:3). Pr. 204 or equivalent.
Spanish used in the Hispanic business world, with practice in speaking and writing. Readings on economic aspects of Spanish-speaking countries.

371 Introduction to Hispanic Culture (3:3). Pr. 204 or equivalent.
Introduction to the culture of the Hispanic world. Selected readings on the culture by noted Hispanic authors, films, slides with classroom discussions.

401 Special Topics in Hispanic Literature (3:3). Pr. one 300-level course in Spanish literature and permission of instructor.
Directed study and research in literary topics of special interest to the locale of the UNCG Study Abroad Program in a Spanish-speaking country.

409 Advanced Written and Spoken Spanish (3:3). Pr. 309 and 311 or equivalent.
Intensive practice in the written and spoken language, focusing on refinements in structure, vocabulary development, informal conversation, and formal writing styles.

411 Spanish-American Theatre (3:3). Pr. 305 and 306, or equivalent.
Comprehensive view of the twentieth-century Spanish-American theatre. Almeida, Smith-Soto.

421 Twentieth-Century Spanish Novel (3:3). Pr. 305 and 306, or equivalent.
Study of works by represenattive novelists, from the Generation of '98 to the post-Civil War, including contemporary writers. May include Unamuno, Baroja, Cela, Delibes, Martin Gaite, Juan Goytisolo, Rosa Montero, and others. Sotomayor.

424 Nineteenth-Century Spanish Theatre (3:3). Pr. 305 and 306, or equivalent.
Survey of the Spanish drama from neoclassicism to the late nineteenth century. May include Moratin, el Duque de Rivas, Zorilla, Tamayo y Baus, Echegaray, and others. Kish, Sotomayor.

426 Spanish-American Poetry (3:3). Pr. 305 and 306, or equivalent.
Analysis of representative works from Modernism to present. Lectures on social, literary, and cultural backgrounds. Sánchez-Boudy, Smith-Soto.

427 Spanish-American Short Story (3:3). Pr. 305 and 306, or equivalent.
Evolution of the short story in Spanish America, with special attention to thematic and stylistic analysis of contemporary masters of the genre. Includes Borges, Rulfo, Cortázar, Garcia Márquez and others.

429 Spanish-American Novel (3:3). Pr. 305 and 306, or equivalent.
Development of the novel and short story of Spanish America. Reading of representative works with special attention to contemporary fiction. Sánchez-Boudy.

430 Eighteenth-Century Spanish Literature (3:3). Pr. 305 and 306, or equivalent.
Literature of the Enlightenment in Spain (fiction, prose, poetry, and drama), with attention to major literary movements. Kish.

431 The Essay in Latin America (3:3). Pr. 305 and 306, or permission of instructor.
Historical evolution, thematic diversification, cultural content, and stylistic traits.

433 Spanish Ballads (3:3). Pr. 305 and 306, or equivalent.
Thematic and stylistic study of the Spanish ballad with attention to origins and developments. Kish.

434 Spanish Drama of the Golden Age (3:3). Pr. 305 and 306, or equivalent.
Evolution of the Spanish drama, with detailed study of plays by Lope de Vega, Ruiz de Alarcón, Tirso de Molina, and Calderón.

450 Spanish Phonetics (3:3). Pr. 311, 312, or equivalent or permission of instructor.
Spanish phonetics and intonation. Students learn to read and write symbols for sounds and inflections of Spanish and study mechanics of production of these

sounds, accompanied by intensive drill in pronunciation and intonation. Sotomayor.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

497, 498 Special Topics in Spanish Literature (3:3), (3:3). Pr. departmental permission required.
Directed study and research in literary topics.

For Advanced Undergraduates and Graduate Students

501 Mexican Literature (3:3). Pr. one 400-level course in Hispanic literature or permission of instructor.
Principal authors, works, and themes of Mexican literature, with emphasis on twentieth-century writers. Almeida.

503 Argentine Literature (3:3). Pr. one 400-level course in Hispanic literature or permission of instructor.
Principal authors, works, and themes of Argentine literature, with attention to the gaucho, feminist, modernist, and post-modernist traditions. Smith-Soto.

505 Andean Literature (3:3). Pr. one 400-level course in Hispanic literature or permission of instructor.
Principal authors, works, and themes of the literature of the Andean countries (Bolivia, Chile, Colombia, Ecuador, Peru, and Venezuela), with emphasis on the contemporary period.

507 Caribbean Literature (3:3). Pr. one 400-level course in Hispanic literature or permission of instructor.
A study of Caribbean literature (Cuba, Puerto Rico, and the Dominican Republic): its principal authors, works, and themes, with special attention to poesía negra. Sánchez-Boudy.

510 Cervantes, I (3:3). Pr. one 400-level course in Spanish literature or permission of instructor.
A study of Don Quijote considering its historical context, its various interpretations, and its influences. Almeida, Whitaker.

515 Modern Spanish Poetry (3:3). Pr. one 400-level course in Spanish literature or permission of instructor.
Spanish poetry from Romanticism to the present. Lectures, collateral reading, and reports. Smith-Soto.

517 The Auteur Director (3:2:3). Pr. BCT 171 or ENG 330 or permission of instructor. • May be repeated for credit when the topic varies.
Works of an individual film director. Subject differs from offering to offering. (Same as BCT, ENG, FRE, ITA 517)

518 Studies in Film Genre (3:2:3). Pr. BCT 171 or ENG 330 or permission of instructor. • May be repeated for credit when the topic varies.
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. Films screened in French. (Same as BCT, ENG, FRE, ITA, 518)

520 Poetry of the Golden Age (3:3). Pr. one 400-level course in Spanish literature or permission of instructor.
Study of poetry of the Siglo de Oro with particular attention to historical, courtly, and satiric works. Almeida.

525 Spanish Prose Fiction of the Renaissance and Golden Age (3:3). Pr. one 400-level course in Spanish literature or permission of instructor.
Representative works of idealistic and realistic fiction (excluding Cervantes) with emphasis on the picaresque novel. Whitaker.

531 The Nineteenth-Century Spanish Novel (3:3). Pr. one 400-level course in Spanish literature or permission of instructor.
Study of nineteenth-century narrative from the romantic period to *Realismo* and *Naturalismo*. Works selected may include Larra, Valera, Pérez Galdós, Pardo Bazán and Clarín, among others. Sotomayor.

535 Twentieth-Century Spanish Theatre (3:3). Pr. one 400-level course in Spanish literature or permission of instructor.
Study of Spanish dramatists from Echegaray and Benavente to the New Wave of Spanish dramatists. Almeida.

545 Old Spanish Literature (3:3). Pr. one 400-level course in Spanish literature or permission of instructor.
Readings in Spanish literature of the Middle Ages with attention to special features of literature and development of the language. Kish.

571 Spanish Civilization (3:3). Pr. one 400-level course in Spanish literature or permission of instructor.
Development of Spanish culture. Historical and geographical background for study of twentieth-century Spain. Special emphasis on customs, national traits, arts, and institutions.

572 Spanish-American Civilization (3:3). Pr. one 400-level course in Spanish literature or permission of instructor.
Development of Spanish-American culture.

589 Experimental Course: Topics in Spanish-American Literature (3:3). Pr. one 400-level course in Spanish literature or permission of instructor.
Critical perspectives on Spanish American literature form the Colonial period to the present.

For Graduate Students Only

600 Methods of Teaching Spanish (1:1:3).

601, 602 Seminars in Spanish Literature (3:3), (3:3).

610 History of the Spanish Language (3:3).

693 Special Problems in Spanish Language and Literature (3:3).

695 Independent Study (3).

699 Thesis (3 to 6).

800 Graduate Registration (0).

ITALIAN COURSES (ITL)

For Undergraduates

101, 102 Beginning Italian (3:3), (3:3). Pr. 101 prerequisite to 102.
Introduction to Italian with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory.

203, 204 Intermediate Italian (3:3), (3:3). Pr. 203 prerequisite to 204.
Review and further study of Italian, followed by reading of contemporary authors. *[CFL]*

222 Italian Masterpieces in English Translation (3:3).
Best of Italian literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period. *[WL, CWL].*

313 Conversation in Italy (3:3). Pr. 204 or equivalent.
An intensive conversation course oriented towards life in modern Italy and emphasizing the language of the media, the public domain and contemporary culture. Offered in UNCG Summer Program in Italy.

For Advanced Undergraduates and Graduate Students

517 The Auteur Director (3:2:3). Pr. BCT 171 or ENG 330 or permission of instructor. • May be repeated for credit when the topic varies.
Works of an individual film director. Subject differs from offering to offering. (Same as BCT, ENG, FRE, SPA 517)

518 Studies in Film Genre (3:2:3). Pr. BCT 171 or ENG 330 or permission of instructor. • May be repeated for credit when the topic varies.
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. Films screened in Italian. (Same as BCT, ENG, FRE, SPA 518)

Department of Sociology

337 Graham Building

David J. Pratto, Professor and Head of Department

Professor Humphrey; Associate Professors Adams, Brown, Lindsay, Luebke, Markham; Assistant Professors Allan, Erdmans, Malone, Mitchell

The undergraduate program in sociology is planned primarily as a part of a liberal arts education. The objective is to provide the student with an analytic and systematic approach to the understanding of social relations. The major provides a foundation for a variety of occupations and for advanced study.

Graduate study leading to the Master of Arts degree with a major in sociology is also available. Courses in this program are offered during the regular academic year. For details, see the **Graduate School Catalog.**

Sociology Major (Bachelor of Arts)

Required: 122 semester hours

The **Sociology Major** provides students with an understanding of the fundamental processes of social interaction that underlie all social organization and change. Beyond book and library study, students are required to develop skill in laboratory and field research. Students may a) major in sociology, b) major in both sociology and another major, or c) complete the social studies licensure for secondary teachers with a major in sociology. Requirements for these three options are described separately below.

College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Requirements for a Major in Sociology

Minimum of 30 semester hours in sociology above the 100-level and at least a 2.0 GPA for all courses in the major. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Required Courses

SOC 314, 318, 450

Three courses selected from the following: SOC 232, 320, 336, 337

Related Area Requirements

No specific courses required.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Sociology as a Second Major

Minimum of 24 semester hours in sociology above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Required Courses

SOC 314, 318, 450

Two courses from the following:SOC 232, 320, 336, 337

Related Area Requirements

Completion of requirements for another major.

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Social Studies Teacher Licensure Concentration

Minimum of 24 semester hours in sociology above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level. See pp. 399-400 for more details.

Required Courses

SOC 314, 318, 450.

Two courses from the following: SOC 232, 320, 336, 337.

Related Areas Requirements

9 hours in history and 6 hours in each of the following disciplines: anthropology, economics, geography, and political science.

Teacher Licensure Requirements

(See "Teacher Education" in Chapter 6 for complete details.)

1. AULER requirements as identified within each major
2. HEA 201 Personal Health
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. Student Teaching
8. For 9-12 subject area certification, students must take the appropriate Teaching Practices and Curriculum Course (CUI 451, 452, 453, 457, 459) and CUI 465 Student Teaching and Seminar.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Minor Requirements

15 semester hours in sociology.

SOCIOLOGY COURSES (SOC)

For Undergraduates

201 American Social Problems (3:3). • Open to freshmen.
Contemporary American society and selected social issues from the sociological perspective. Attention given to value systems and institutions and to social processes of major current significance. *[SB, CSB].*

211 Introduction to Sociology (3:3). • Open to freshmen.
Scientific study of social behavior including factors involved in functioning and development of human society such as culture, identity, social organization, institutions, stratification, social process, and social change. *[SB, CSB].*

222 Sociology of Deviant Behavior (3:3). • Open to freshmen.
Sociological contributions to analysis and treatment of contemporary forms of deviant behavior. Relationship of deviant behavior to social change. *[SB, CSB].*

232 Introduction to Social Psychology: Self in Society (3:3). • Open to freshmen. • May not be taken for credit if student has had SOC 571.
Conceptual frameworks of social psychology for selected topics: theories of social psychology, socialization, social perception, acquisition of self, gender, race and ethnicity, social interaction, and attitude and behavior change. *[SB, CSB].*

242 Conflict and Change in Southern Africa (3:3).
Focus is on patterns of conflict and change in multiracial societies; apartheid in South Africa; state-building and development within South Africa and the region; implications for policies of Western Powers. *[NW, CNW].*

300 Post Soviet Societies (3:3).
Examination of major social institutions and social problems. Emphasis on assessing impact of ideology, modernization, and traditional cultural values on the evolution of the societies which formerly comprised the USSR. Particular emphasis on Russian society. *[NW, CNW].*

310 Social Policy and Services (4:3:3).
Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services; overview of interventive methods used in social welfare contexts. Supervised volunteer experience required. (Same as SWK 310)

311 Human Behavior and Social Environment (3:3). Pr. 310, SWK 215, and consent of instructor.
Opportunity for students to apply major social science theories to the conceptualization of problems faced by social workers. Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. (Same as SWK 311)

312 Social Environmental Analysis (3:3). Pr. 310 and 311.
Examination and analysis of human service delivery systems in the context of race, age, sex differences, sexual preferences, and other social cultural differences. Emphasizes the roles of professionals in policy. (Same as SWK 312) (SP)

314 Introduction to Data Analysis (3:2:1). Pr. one introductory course in social science or consent of instructor.
Application of statistical concepts and procedures to sociological inquiry. Topics include elementary descriptive and inferential procedures and use of computers in data analysis.

317 Criminal Justice (3:3).
Adjudication of criminal defendants from arrest through appellate process. Special attention given to current issues in administration of justice, e.g., the death penalty, plea bargaining, alternatives to incarceration. Humphrey.

318 Introduction to Methods and Research (3:3). Pr. one introductory social science course.
Topics include the function of theory in research, concept formation, study design, data collection, and analysis strategies. Students design and conduct studies involving participant observation and survey research.

320 Contemporary Social Systems (3:3). Pr. 6 hrs. of sociology or consent of instructor.
Examines the interdependent development of formal organizations, communities, and societies as large scale social systems. Special attention is given to inter-societal relationships and the world system. Application to contemporary social issues is stressed.

324 Criminology (3:3).
Consideration of legal aspects of crime, its causation, patterns of criminal behavior, and victimization. Attention given to selected current issues in detection, apprehension, and adjudication of criminal offenders. Humphrey.

326 The Community (3:3). Pr. 211 or 201, or consent of instructor.
Recent changes and current structure of American communities, with special attention to urbanization, bureaucratization, industrialization, social class systems, land use, inter-organizational relationships, urban life styles, and community power. Markham.

327 Race and Ethnic Relations (3:3). Pr. one course in sociology or ATY 212 or consent of instructor.
Interaction between peoples of differing racial, ethnic, and cultural background, with comparison of American relationships to those in other parts of the world.

328 Collective Behavior (3:3). Pr. one course in sociology or consent of instructor.
Systematic study of such forms of relatively unstructured social behavior as crowds, fashion and fads, public opinion, propaganda, mass phenomena, as well as social movements. Luebke.

329 Sociological Perspectives on Women (3:3). Pr. one course in sociology.
Inquiry into status of women in society with emphasis on socialization, structural and institutional relationships, and continuities and discontinuities in women's roles across the life cycle.

331 Public Opinion and Mass Communication (3:3). Pr. one course in sociology or consent of instructor.
The structure and functioning of the mass media with special attention to societal and individual effects. Examination of public opinion formation and its consequences and also selected policy issues. Luebke.

336 Social Stratification (3:3). Pr. 6 hours of sociology or consent of instructor.
Examination of theories of stratification and U.S. and other stratification systems with attention to wealth, prestige, and power inequality, mobility, class consciousness and revolution. Markham.

337 Social Change (3:3).
Examination of nature, process, and consequences of social change with consideration of its control in all types of societies. Pr. one course in sociology or consent of instructor. Luebke.

339 Population Problems (3:3). Pr. one course in sociology or consent of instructor.
Sociological study of basic population processes of fertility, migration, and mortality, including examination of problems associated with changing population size, composition, and distribution. Mitchell.

343 Urban Society (3:3).
Analysis of emergence of urban society including formation and growth of urban centers and problems associated with ecological, social, and cultural differentiation within urban settlements. Mitchell.

351 Sociology of Work Organizations (3:3). Pr. 211 or 201, or consent of instructor.
Analysis of relationships of individuals to work organizations and the relationships between individuals in organizations. Special attention to breakdowns in organizational functioning, satisfactions and dissatisfactions of individuals in work organizations, informal relationships and power within organizations, unionization and organizational conflict, and implications of increasing bureaucratization for citizens and society. Markham.

354 Women, Work, and Management (3:3). Pr. Junior standing, SOC 211 or MGT 200 or consent of instructor.
Examination of women's participation in the the U.S. labor force and work organizations with special attention to issues for women in management. (Same as MGT 354) Markham.

355 Marriage and the Family (3:3).
Analysis of marriage and family with particular attention to change and interrelationships with other institutions. Pratto.

361 Health and society (3:3). Pr. one course in sociology or consent of instructor.
Analysis of socio-cultural aspects of health and illness. Consideration given to definitions of health, social distribution of illness, formal and informal organization of health professions and institutions, national health care systems. Brown.

362 Sociological Perspectives on Education (3:3). Pr. one course in sociology or consent of instructor.
Introduction to sociological theories and research about how social forces influence school, inequality and conflict in schools, how schools confer status on people, and how schools are organized and changed.

366 Sociology of Religion (3:3). Pr. one course in sociology or consent of instructor.
Sociological study in field of religion with emphasis on modern society and relation of religion to other institutions and functions of religious roles.

413 Corrections and Penology (3:3). Pr. 6 hours of sociology or consent of instructor.
Major sociological issues concerning the process of sentencing, incarceration, and rehabilitation of juvenile and adult criminal offenders. Current correctional procedures and alternatives. Humphrey.

450 The Development of Sociological Theory (3:3). Pr. 211 or consent of instructor.
Emergence of sociological theory from social philosophy and the place of sociological theory in development of social science. Allan.

491 Current Topics in Population (3:3). Pr. 339 and GEO 303.
Multidisciplinary seminar dealing with major topics concerned with national and international population. May be repeated for credit when topic varies. (Same as GEO 491) Mitchell.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

495 Senior Seminar: Contemporary Works in Sociology (3:3). Pr. senior major.
Critical review of significant recent books representing various fields in sociology.

497, 498 Special Problems in Sociology (2 to 3), (2 to 3). Pr. consent of faculty member with whom student wishes to work.
Opportunity for students to have directed instruction on problems of special interest.

For Advanced Undergraduates and Graduate Students

501, 502 Selected Topics in Sociology (3:3), (3:3).
Opportunity for advanced student to study in-depth topic or issue of special interest.

518 Advanced Data Analysis (3:2:2). Pr. 314 or consent of instructor.
Application of advanced statistical concepts and procedures in multivariate analyses of discrete and continuous data.

521 Juvenile Delinquency (3:3).
Social dimensions of juvenile delinquency; causation, prevalence, current trends. Legal processing of delinquents by police, courts, and correctional agencies, including diversion from the courts and alternatives to incarceration. Humphrey.

522 Seminar in Population and Urban Studies (3:3). Pr. consent of instructor.
Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources. (Same as GEO 522) Mitchell.

526 Comparative Minority Relations (3:3). Pr. 6 hours in sociology or consent of instructor.
Comparative study of ethnic, class, and cultural conflict in developing and developed societies. Attention is given to the impact of ethnicity and class conflict upon societal development and change in the international setting.

533 Political Sociology (3:3). Pr. one course in field of large-scale organization or consent of instructor.
Influence of social values and social forces upon government policy and of government policy upon society. Examination of conflicting political sociological theories. Luebke.

543 Urban Sociology (3:3). Pr. 6 hours of sociology at 300 level or above or consent of instructor.
Survey of urban growth, mobility, ethnic composition, spatial and social patterns; emphasis on pluralistic interests, conflict, and change. Comparisons between American and non-American urbanization for purposes of assessing implications for planning and development. Mitchell.

552 Sociology of Science and Technology (3:3). Pr. six hours of sociology at 300 level or above or consent of instructor.
Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting. Pratto.

553 Sociology of Occupations and Professions (3:3). Pr. 6 hours of sociology at 300 level or above or consent of instructor.
Nature and significance of work; culture perspectives on work; occupational choice; socialization into work endeavors; career patterns; control of occupations and professions; labor and leisure; relationships to community and society. Brown.

555 Sociology of the Family (3:3). Pr. 314, 318, 355, or consent of instructor.
Critical examination of various ways of studying family, with consideration given to methodology, statistical treatment of data, and substantive findings. Pratto. (Not offered every year.)

561 Sociology of Leisure (3:3). Pr. 211 or consent of instructor.
Sociological inquiry into the nature and uses of leisure in human societies. Among topics considered are sports, play, and games, popular culture and high culture, the relationship of work to time and leisure, leisure services and public policy. Lindsay.

562 Sociology of Education (3:3). Pr. 6 hours of sociology at 300 level or above or consent of instructor.
Education as a dynamic and changing social system. Internal processes and structure of educational institutions and their interdependent relations with the environing society. Lindsay.

571 Social Psychology (3:3). Pr. 3 hours in sociology and 3 hours in psychology or consent of instructor.
Social impact, exchange, equity, and attribution theories intensively examined as basic in understanding specific substantive problems of reciprocal influences of groups and individuals in socio-cultural context.

572 The Small Group (3:3). Pr. 3 hours in sociology and 3 hours in psychology, or consent of instructor.
How small groups form, function, and dissolve, considering especially the fundamental process involved: communication, conformity, cohesiveness, leadership, and status differentiation. Theory, research, and practical application emphasized.

574 Socialization (3:3). Pr. 6 hours of sociology or consent of instructor.
Examination of fundamental theories of socialization and resocialization. Emphasis on studies dealing with the relationships between culture, society, and the individual throughout the life cycle.

584 Marriage and Family Therapy (3:3). Pr. consent of instructor.
Professional issues related to marriage and family therapy as practiced in the United States today, with emphasis on the socio-cultural environment, methods, and techniques of treatment, and evaluation of treatment. (Not offered every year)

586 Social Aspects of Aging (3:3). Pr. 3 hours in sociology or consent of instructor.
Structural and social psychological theories of aging. Substantive topics determined by students. Focus on critical review of current research. Adams.

595 Law and Society (3:3). Pr. at least one of the following: SOC 324; PSC 316, 318, 529; SWK 575; or permission of instructor.
Analysis of social influences on the legal system. Social organization of law, legal and extra-legal considerations, and law as a means of social control and change.

597, 598 Special Problems in Sociology (3), (3). Pr. consent of faculty member with whom student wishes to work.
Opportunity for advanced students to undertake independent study or research of special interest.

For Graduate Students Only

601 Seminar in Sociological Analysis (3:3).

605 Seminar in Management Organization Theory (3:3).

614 Contemporary Sociological Theory (3:3).

615 The Logic of Sociological Inquiry (3:3).

616 Advanced Research Methods (3:1:3).

619 Practicum in Evaluative Research (3:1:6).

620 Seminar in Sociology (3:3).

627 Social Conflict (3:3).

628 Social Movements (3:3).

636 Seminar in Stratification Theory and Research (3:3).

643 Seminar in Urban Sociology (3).

646 Teaching and Learning Sociological Concepts (3:3).

661 Social Organization of Health Care (3:3).

697, 698 Special Problems in Sociology (3:3), (3:3).

699 Thesis (3 to 6).

800 Graduate Registration (0).

JOSEPH M. BRYAN SCHOOL OF BUSINESS AND ECONOMICS

401 Bryan Building

James K. Weeks, Professor and Dean of the School

Donald L. McCrickard, Associate Professor and Associate Dean

The Bryan School of Business and Economics is organized into five academic departments and an instructional division, each of which offers a program leading to the Bachelor of Science degree. The Department of Economics also offers a liberal-arts-oriented program leading to the Bachelor of Arts degree.

Departments

Accounting
Economics
Finance
Information Systems and Operations Management
Management and Marketing

Division

Business and Marketing Teacher Education

The School's **Advising and Internship Center** supplements and complements faculty advising. The Director of the Center, with a professional staff, coordinates orientation, registration for the School and administers admission and retention of majors in the School.

The School's **Internship Program** integrates academic study with career-related work for eligible juniors majoring in the Bryan School. A variety of internship plans are available to meet students' needs.

Additionally the School supports two professional centers. **The Center for Applied Research** sponsors and conducts studies of particular relevance to economic and business developments in North Carolina, the southeast, and the nation. It publishes monographs and occasional papers. **The Center for Economic Education,** affiliated with the North Carolina Council for Economic Education, works to improve understanding of economic affairs, primarily in collaboration with state and local school systems.

ACCREDITATION

Undergraduate and graduate programs offered by the Bryan School of Business and Economics are accredited by The American Assembly of Collegiate Schools of Business, and in the case of programs leading to certification to teach, by the National Council of Accreditation in Teacher Education and the North Carolina Department of Public Instruction.

SCOPE

Programs within the Bryan School of Business and Economics prepare students for careers in business, teaching, and government, or for graduate study. These programs combine the essentials of a professional education and the breadth of general education. A minimum of 50 percent of the degree program requirements must be taken in general education and liberal arts studies outside the School. In a 122-semester-hour degree program, at least 61 hours must be taken outside

the Bryan School of Business and Economics. In addition, at least 50 percent of the business credit hours required for the degree must be earned at UNCG.

The essential components of a professional education in business and economics (Bachelor of Science degrees) include a common body of knowledge for breadth and opportunities for advanced work for depth in the various business and economics disciplines. The common body of knowledge requirements for Bachelor of Science majors within the Bryan School of Business and Economics include ACC 201, 202; ECO 201, 202, 250; FIN 315; ISM 110, 280, 360; and MGT 309, 312, 320, 330 (331 for Accounting majors), 491.

Noncredit courses, workshops, and special lectures and seminars by distinguished persons of national prominence promote continuing education for a diverse public.

Collaboration with North Carolina Agricultural and Technical State University (located in Greensboro) permits UNCG students to take courses not offered on the home campus - for example, Agricultural Economics or Agribusiness.

Admission to the Bryan School

A student must be admitted to the Bryan School of Business and Economics and to a major or minor program of study to enroll in selected advanced level courses. Admission to the Bryan School and to the program of study is a two-step process. **First,** students declare an intent to pursue a specific program of study (major or minor) in the Bryan School. For prospective students, this declaration will be based on their admission to the University and the declared majors indicated on their application forms. Currently enrolled students may declare their intentions to pursue programs of study in the Bryan School by completing appropriate forms in the Bryan School Advising and Internship Center. **Second,** a student must be admitted to a specific program of study in the Bryan School.

Criteria for Admission to Programs of Study in the Bryan School of Business and Economics

Admission to a program of study requires successful completion of the following foundation level courses either at UNCG or in acceptable transfer credit.

BS programs:

ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191

Economics BA program:

ECO 201, 202, 250; ISM 110; and MAT 120 or 191

Business Minor program:

ACC 201 and ECO 201

All programs in the School have a GPA admission requirement equal to or higher than the University GPA requirement for graduation. In addition, the major programs of study may have additional admission requirements based on academic performance in selected foundation course work in that program. The stated requirements for admission are minimum requirements. Admission to the School may be denied in cases where additional enrollments would threaten the academic quality of classes or programs.

Admission to a program of study should normally be sought by the second semester of the sophomore year. Students may enroll in no more than 30 semester hours in the Bryan School without being admitted to a major program in the School.

Holders of baccalaureate degrees who wish to work toward a second bachelor's degree should apply for admission immediately upon enrolling in the University and consult carefully with an advisor regarding requirements for completing the second degree. The Bryan School of Business and Economics cannot, at this time, accommodate persons who seek only to complete a

series of courses in one field (such as Accounting or Management Information Systems). Those who enroll as candidates for second undergraduate degrees are expected to respect all course prerequisites and show evidence of orderly progress toward the second degree.

Criteria for Continuing in the Bryan School of Business and Economics

Students who have been admitted to the Bryan School of Business and Economics must be in good academic standing at UNCG, must maintain at least the GPA required for program admission, and must meet the continuation requirements of their programs of study.

International Business Studies

The major in International Business Studies is an interdisciplinary program which meets the requirements of the Bryan School, the College of Arts and Sciences, and the International Studies program. This major provides broad-based study in international business including the common body of business and economics courses plus foreign language training and international studies courses. For additional information please see the description on pp. 388-389.

Transfers

Since most of the courses in the major are taken during the junior and senior years, transfer students often complete their programs without extending their total stay beyond the usual four years. As a general guide, courses taught mainly to freshmen and sophomores here will usually, but not always, be accepted in transfer from accredited two-year colleges. Courses numbered 300 and above generally will not be accepted in transfer credit from two-year institutions. However, credit for any course may be obtained by examination, and passing grades on CLEP examinations may be used to establish credit in a few courses.

Suggested Academic Workload Guidelines

The faculty of the Bryan School of Business and Economics recognizes that many Bryan School students hold jobs to support college expenses. The faculty wishes to emphasize that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the faculty of the Bryan School have endorsed the following recommendations:

1. In general, students should plan to devote between 2-3 hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30-45 hours weekly for completing outside- of-class reading, study, and homework assignments.

2. Students who are employed more than 5-10 hours each week should consider reducing their course loads (credit hours), depending upon their study habits, learning abilities and course work requirements.

Scholarships and Fellowships

Procedures and requirements for undergraduate scholarships are described in Chapter 3.

Business Minor

The Business Minor, consisting of 21 semester hours, is available for majors outside the Bryan School of Business and Economics who are in good standing in the University. The minor complements a variety of professional, and arts and sciences fields. To earn a Business Minor, a student must meet the following requirements in the order listed:

1. Complete ACC 201 and ECO 201 with a grade of C- or better.
2. Apply for admission to the minor program in the Bryan School Advising and Internship Center, Room 232, Bryan Building, and
3. Consult with an advisor in the Bryan School Advising and Internship Center to select 15 semester hours of electives.

A grade of C- or better must be achieved in each course utilized for the minor.

Business Administration Major

The School offers the Bachelor of Science in Business Administration as a general business degree. This major is most appropriate for those who want a broad business exposure without the need to concentrate specifically in one functional area. The degree requires all of the common body of knowledge courses for the School and includes the ability to select from approved electives in the School. The degree is an attractive second major for those whose first major is in the College or another professional school. This major cannot serve as a second major for BS programs in the Bryan School.

Business Administration Major (Bachelor of Science)

Required

1. Formal admission to the program including the following:
   a. Successful completion of ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191
   b. A cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: MAT 120 or 191	3
6.	Natural Science (NS)	6

7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 6
   Required: ENG 101 or FMS 103 or RCO 101, and CST 341
9. Social and Behavioral Sciences (SB) 6
   Required: ECO 201, 202
10. World Literature (WL) 3
11. AULER Electives (EL) 6

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements (36 hours)

1. ACC 201, 202; ECO 201, 202, 250; ISM 110, 280, 360; FIN 315; MGT 309, 312, 320, 330, 491
2. 18 hours of approved electives in the Bryan School; at least 12 of the 18 hours must be at the 300-level or above. Must earn C- or better in each course.

Electives

Electives sufficient to complete 122 total semester hours required for the degree. At least 13 hours of the free electives must be taken in courses outside business and economics.

Business Administration Courses (BUS)

For Undergraduates

100 Global Business, Markets, and Society (3:3).
• Open to all students.
Introductory exploration of the role of business in a free market society. Introduction to basic business terminology. Examination of current business issues facing actual companies.

105 Introduction to Business Skills Development (1:2).
Development of business skills determined by employers as critical for success. Fosters development of skills early in a student's academic career to promote success in both college and work.

DEPARTMENT OF ACCOUNTING

418 Bryan Building

William A. Collins, Professor and Head of Department

Professors Mecimore, Jones (Emeritus), Woelfel, (Emeritus); Associate Professors Cassill, Helms, Mautz; Assistant Professors Anderson, Brackney, Butler; Lecturers Drake (Vice Chancellor for Business Affairs), Leuck, Price

The primary goal of the department is to provide programs of quality education in accounting at the undergraduate and graduate levels. The undergraduate program provides an excellent foundation for accounting careers in industry, government and other not-for-profit organizations; is sufficiently broad to qualify graduates for a wide range of entry-level, business-related positions; and prepares students for further graduate-level studies in areas such as accounting, law and business administration.

ACCOUNTING MAJOR (BACHELOR OF SCIENCE)

Required

1. Formal admission to the Department of Accounting, including the following:
   a. Successful completion of ACC 201, 202, 203; ECO 201, 202, 250; ISM 110; and MAT 120 or 191
   b. Grade of C or better in ACC 201, 202, 203 and ISM 280
   c. Culumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG.

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101, and CST 341	6
9.	Social and Behavioral Sciences (SB) **Required:** ECO 201 and 202	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ACC 201, 202, 203, 317, 318, 319, 420, 430; (Transfer credit will be given for Accounting courses at the 300-level or above only by examination.)
2. ECO 201, 202, 250; FIN 315; ISM 110, 280, 360; MGT 309, 312, 320, 331, 491

Electives

Electives sufficient to complete 122 semester hours required for degree. At least 13 hours of electives must be taken outside the Bryan School of Business and Economics.

a. One 3-hour 500-level accounting course may be elected within the 122 hour degree program.
b. Additional 500-level accounting courses may be taken above the 122 hour degree program.
c. Students planning to sit for the Uniform CPA examination when they meet the eligibility requirements are advised to select MGT 332 as one of their Bryan School electives.

ACCOUNTING COURSES (ACC)

For Undergraduates

201 Financial Accounting (3:3). Pr. second semester freshman standing.
Introduction to external financial statements of organizations, emphasizing the use of accounting information in making investment and other decisions. Addresses ethical considerations and role of financial reporting in society.

202 Managerial Accounting (3:3). Pr. second semester freshman standing.
Introduction to internal accounting and reporting of organizations, emphasizing the use of accounting information used by management and other decision makers within the organization.

203 Double-Entry Formal Accounting Systems (1:1). Pr. grade of C or better in 201.
Essential aspects of accounting cycle, including journalizing and posting transactions, making necessary adjustments, preparing financial statements and closing the books.

317 Accounting Transaction Processing Systems (3:3). Pr. admission to program or other approved program; grade of C or better in 201, 202, 203 and ISM 280; junior standing.
Designed to provide an understanding of a variety of accounting subsystems, systems analysis, and design issues reinforced through case studies.

318 Intermediate Accounting I (3:3). Pr. admission to program or other approved program; grade of C or better in 201, 202 and 203; junior standing; pr. or coreq. 317.
Focuses on the conceptual framework underlying financial reporting by business enterprises, the processes by which authoritative accounting guidelines are promulgated, and the preparation, presentation, interpretation, and use of financial statements.

319 Intermediate Accounting II (3:3). Pr. admission to program or other approved program; grade of C or better in 317 and 318; junior standing.
The second course in the two-course intermediate accounting sequence. Continues the examination of the preparation, presentation, interpretation, and use of financial statements.

420 Income Tax Accounting (3:3). Pr. admission to program or other approved program; grade of C or better in 201, 202, and 203; senior standing.
Tax structure and tax principles. Accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems.

430 Cost Accounting (3:3). Pr. admission to program or other approved program; grade of C or better in 201, 202 and 203; senior standing.
Costs and cost accounting principles, costing systems, cost determination procedures; control and analytical practices for managerial decision-making.

499 Independent Research in Accounting (1 to 3). Pr. admission to program and with permission of Department; senior standing.
Individual study of an issue or problem(s) in accounting of particular interest to the student. Student must arrange time and course requirements with instructor prior to registration. May be repeated for credit with approval of Department Head.

For Advanced Undergraduates and Graduate Students

510 Accounting for Governmental and Not-for-Profit Organizations (3:3). Pr. grade of C or better in 318, admission to Department or other professional program approved by the Department; senior or graduate standing.
Designed to provide an understanding of accounting theory and practice for governmental and not-for-profit entities.

520 Federal Taxes and Management Decisions (3:3). Pr. admission to Department or other professional program approved by the Department; senior or graduate standing.
This course examines the impact of federal income taxes on common business transactions and management decisions. It is designed for the non-tax specialist desiring a broader exposure to income taxes.

530 Cost Management Systems (3:3). Pr. grade of C of better in 430 or MBA 612, admission to Department or other professional program approved by the Department; senior or graduate standing.
Principal topics are cost management systems for strategic planning, controlling, and decision-making; and product costing using concepts or resource consumption. Life cycle costing and world class accounting are emphasized.

540 Auditing Concepts (3:3). Pr. grade of C or better in 319, admission to the Department or other professional program approved by the Department; senior or graduate standing.
Theory and practice of operational, compliance, and financial auditing; auditing standards and procedures, ethics, rules of evidence, transaction cycle controls.

542 Specialized Accounting Entities (3:3). Pr. grade of C or better in 319, admission to Department or other professional program approved by the Department; senior or graduate standing.
Theory and practice associated with business combinations, consolidated financial statements, partnerships, branches, governmental units, nonprofit organizations, international operations, bankruptcy and other accounting topics related to specialized accounting entities.

For Graduate Students Only

600 Tax Research and Procedures (3:3).

610 Tax Policy and Business Planning Strategies (3:3).

613 Directed Studies in Accounting (1 to 3).

626 Managerial Accounting in a High Technology Environment (3:3).

628 Accounting Information Systems (3:3).

630 Seminar in Applied Financial Accounting Issues (3:3).

631 Advanced Auditing (3:3).

638 Information Systems Auditing (3:3)

645 Seminar in Financial Accounting Theory (3:3).

650 Taxation of Business Entities (4:4).

652 Taxation of Estates, Gifts and Trusts (3:3).

655 Taxation of Corporations and Shareholders (3:3).

656 Taxation of Flow-Through Business Entities (3:3)

699 Thesis (3).

800 Graduate Registration (0).

DEPARTMENT OF ECONOMICS

462 Bryan Building

Stuart D. Allen, Professor and Head of Department

Professors Caldwell, Link, Neufeld, Ruhm, Seaks; Associate Professors Layson, Leyden, McCrickard (Associate Dean), Snowden; Assistant Professors Brod, Shivakumar, Shobe; Lecturer Redmond

The Department of Economics endeavors to provide students with an understanding of economic principles, concepts, and institutions and the ability to analyze economic problems and public policy issues. Economics is a social science concerned with public policy issues related to pollution and the environment, the health system, central bank policy and inflation, unemployment and the productivity of the labor force, savings and investment and its impact on economic growth, and international trade and finance.

The Economics Department offers two undergraduate degrees: a liberal arts Bachelor of Arts and a Bachelor of Science through the Bryan School of Business and Economics. Requirements for the BS degree include a core of courses common to all professional degree programs in the Bryan School: nine hours of economics and thirty-three hours in accounting, finance, management, and information systems and operations management, and at least twenty-one additional hours of economics. The Department also offers a BS degree in economics with a concentration in financial economics.

The BA degree allows a student to earn a liberal arts degree and to have the flexibility to double major. A major in economics can be combined with a major in geography, political science, history, English, mathematics, or the sciences. Interdisciplinary work in the areas of the environment, regional economic development, public policy, health or gerontology can be taken by the enterprising student who seeks out appropriate coursework in a variety of departments. A degree in economics provides the student with enhanced access to the job market and to graduate and professional schools. Additional statistical and quantitative coursework allows a student to develop research skills and computer expertise that are very important for the job market and for entry into graduate programs.

The Economics Department offers a thirty-three hour Master of Arts program in economics that provides the student with the theoretical and empirical training to enter the job market as an economic researcher employable by the economic consulting and research firms including the Research Triangle Institute, state and federal government agencies including the Bureau of Labor Statistics and the Federal Reserve System, and nationally-recognized companies in industries such as financial services, electric utilities, telecommunications, and health care.

The Economics Department also offers to qualified students the opportunity to accelerate their study of economics by taking MA courses for graduate credit during their senior year. This accelerated program of study is especially attractive to students who enter the University with advanced placement credit or who earn additional credit hours during summer. The program enables students who are accepted into the MA program following their undergraduate degree the opportunity to earn the MA degree in one additional year of study.

ECONOMICS MAJOR (BACHELOR OF ARTS)

Required

1. Formal admission to the Department of Economics, including the following:
   a. Successful completion of ECO 101 or 201, 202, 250; ISM 110; and MAT 120 or 191
   b. Grade of C- or better in ECO 301
   c. A cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the major hours must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

Specific area AULER requirements are indicated below:	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT) Required: MAT 120 or 191	3
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and one other RD course	6
9. Social and Behavioral Sciences (SB) Required: ECO 201, 202	6
10. World Literature (WL)	3
11. AULER Electives (EL)	6

See pp. 69-7for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ECO 101 or 201, 202, 250, 301, 327, 346
2. Economics electives: 12-19 hours

Electives

Electives sufficient to complete 122 total semester hours required for degree. Not more than 61 hours, not counting ECO 201, 202 and 250, may be taken in the Bryan School of Business and Economics.

ECONOMICS MAJOR (BACHELOR OF SCIENCE)

Required

1. Formal admission to the Department of Economics, including the following:
   a. Successful completion of ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191
   b. Grade of C- or better in ECO 301
   c. A cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

Specific area AULER requirements are indicated below:	Semester Hours
1. Analytic and Evaluative Studies (AE)	3
2. British or American Literature (BL)	3
3. Fine Arts (FA)	3
4. Historical Perspectives on Western Culture (HP)	3
5. Mathematics (MT)	3
Required: MAT 120 or 191	
6. Natural Science (NS)	6
7. Non-Western Studies (NW)	3
8. Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101, and one other RD course	
9. Social and Behavioral Sciences (SB)	6
Required: ECO 201, 202	
10. World Literature (WL)	3
11. AULER Electives (EL)	6

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. ECO 201, 202, 250, 301, 327, 346
2. Economics electives: 12-19 hours
3. Related areas: ACC 201, 202; FIN 315; ISM 110, 280, 360; MGT 309, 312, 320, 330, 491
4. At least 50 percent of the major hours must be earned at UNCG

Electives

Electives sufficient to complete 122 total semester hours required for degree. At least 13 hours of free electives must be taken in courses outside business and economics.

Concentration in Financial Economics

A student can earn a BS degree in Economics with a concentration in financial economics by taking the courses required for a BS degree plus ECO 351 and a minimum of three finance electives in lieu of three economics electives. A maximum of two additional economics and finance electives may be taken. ECO 101 and FIN 300 cannot count as electives. FIN 330 may be substituted for ECO 327.

Economics Minor

ECO 101 or 201 and fifteen semester hours of economics are required to complete a minor. An economics minor is especially appropriate for students whose majors are geography, history, mathematics, political science, sociology, or for students doing interdisciplinary study in the social sciences.

Economics as a Second Major

Completion of a second major in economics is a good choice for students in other social sciences, mathematics, and other professional areas. The double major can usually be fitted into a normal four-year liberal arts course of study. In highly structured professional programs, additional hours beyond the minimum required for graduation are necessary. Students who double major in economics and another field must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN ECONOMICS AND MA IN ECONOMICS

The accelerated program in Economics provides the opportunity for a student to complete a BA in Economics (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the Department of Economics as early as possible.

- earn a minimum GPA of 3.5 in economics courses and 3.0 in the University.
- take ECO 301 and 351 (required for accelerated students) by the end of their junior year.
- take ECO 554 as an undergraduate course; a waiver for this required course in the MA program will be given if at least a B grade is earned.
- receive provisional admission to the MA program in order to take 500 and 600 level courses for graduate credit while enrolled as an undergraduate.
- plan to take the GRE in the fall of the senior year.
- seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BA in Economics/MA in Economics

A. AULER Component (45 hours max)	**Hours**	**Hours reduced by courses meeting more than one requirement**
See additional AULER Area requirements and available AP credit on p. 69.	30	
Special AULER area requirements for this program:		
Mathematics (MT)— *required: MAT 120 or 191*	3	
Reasoning and Discourse (RD)— *required: ENG 101, FMS 103 or RCO 101, and one other RD course*	6	
Social and Behavioral Sciences (SB)— *required ECO 201, 202 (See B below)*	6	-6
Total Hours	45	
Total Hours (reduced)	**39**	**(-6)**

B. Economics Major Requirements (30-37 hours)

NOTE: see p. 243 for admission requirements to the Department of Economics. A 3.50 GPA in economics is required for admission to the accelerated program.

1. ECO 201 and 202 (also meet AULER SB requirement), 250, 301, 327, 346	18	
2. ECO electives	12-19	
Total hours	**30-37**	
C. Electives	**46-53**	
TOTAL UNDERGRADUATE SEMESTER HOURS	**122**	

D. Requirements for MA in Economics (33 hours)	
Senior Year (8 hours)	
ECO 554 (Fall)	4
ECO 654 (Spring)	4
Summer following Senior year (3 hours)	
ECO 694 (may take in the Fall)	3
Graduate or 5th Year (22 hours)	
ECO 619, 645, 646 (Fall only)	9
ECO 647 (Spring only)	4
Electives	6
ECO 695	3
TOTAL MA SEMESTER HOURS	**33**

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN ECONOMICS AND MPA IN PUBLIC AFFAIRS

The accelerated program in Economics/Public Affairs provides the opportunity for a student to complete a BA in Economics (122 hours) within a four-year period and to shorten the time required to finish the Master of Public Affairs degree.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Economics as early as possible.

• plan to take the GRE in the spring of the junior year.

• seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BA in Economics/MPA in Public Affairs

A. AULER Component (45 hours max)	**Hours**	**Hours reduced by courses meeting more than one requirement**
See additional AULER Area requirements and available AP credit on p. 69.	30	
Special AULER area requirements for this program:		
Mathematics (MT)— *required: MAT 120 or 191*	3	
Reasoning and Discourse (RD)— *required: ENG 101, FMS 103 or RCO 101, and one other RD course*	6	
Social and Behavioral Sciences (SB)— *required ECO 201, 202 (See B below)*	6	-6
Total Hours	45	
Total Hours (reduced)	**39**	**(-6)**

B. Economics Major Requirements (30-37 hours)

NOTE: a grade of C- in ECO 301 and a minimum GPA of 2.0 is required for admission to the Department of Economics

1.	ECO 201 and 202 (also meet AULER SB requirement), 250, 301, 327, 346	18
2.	ECO electives	12-19
	Total hours	**30-37**

C. Electives (46-53 hours)

1.	Recommended in PSC: PSC 210, 310	6
2.	Other recommended electives: ACC 201, 202, MGT 312, 320, 330	15
3.	Other electives	25-32
	Total hours	**46-53**
TOTAL UNDERGRADUATE SEMESTER HOURS		**122**

D. Related Requirements for MPA in Public Affairs (42 hours)

Senior Year (14 hours)	
PSC 600, 602, 511C (Fall)	7
PSC 601, 603, 511B (Spring)	7
Summer following Senior year (6 hours)	
PSC 695, 696 (internship)	6
Graduate or 5th Year (19 hours)	
PSC 511J, 604, two PSC electives, Comps I (Fall)	10
PSC 612, two PSC electives, Comps II (Spring)	9
Summer following 5th year (3 hours)	
One 3-hour PSC elective	
TOTAL MPA SEMESTER HOURS	**42**

ECONOMICS COURSES (ECO)

For Undergraduates

101 Introduction to Economics (3:3). • Open to freshmen; not open to persons with credit for 201, 202, or equivalent.
Introduction to basic economic concepts and public policy issues with application to the contemporary American economy. [SB, CSB].

201 Principles of Microeconomics (3:3).
Introduction to microeconomic principles and analysis. Topics include: the market economy, supply and demand, shortages and surpluses, competition and monopoly, international trade, and public policy issues. [SB, CSB].

202 Principles of Macroeconomics (3:3). Pr. 101 or 201 or consent of instructor.
Introduction to macroeconomic principles and analysis. Topics include the national income, the monetary system, inflation, business cycles, fiscal policy, the national debt, exchange rates, balance of payments, and economic growth. [SB, CSB].

203 The International Economy (3:3). Pr. 101 or 201 and 202, or permission of instructor.
Examines the history, structure, and institutional foundations of the international trading system. Analyzes the impact of trade on economic growth, employment and living standards with a focus on contemporary issues.

250 Economic and Business Statistics I (3:3). Pr. MAT 120 or 191, ECO 101 or 201, and ISM 110 or permission of instructor.
Introduction to statistical methods with applications in economics and business. Topics include descriptive statistics, probability, statistical inference, correlation, and regression. Emphasis on problem solving with microcomputer applications.

250L Computer-Based Statistical Analysis Laboratory (1:0:2). Coreq. 250 or permission of instructor.
Introduction to spreadsheet applications used for statistical analysis. Emphasis will be on the use of computers for problem-solving.

260 Current Issues in Economics (3:3). Pr. 101 or 201 and 202, or permission of instructor.
Economic analysis of current issues. Topics vary. Issues include trade policy, macroeconomic policy, environment and energy, discrimination, Social Security, regulation, education, health care, tax policy, agriculture, stock market.

301 Intermediate Microeconomic Theory (3:3). Pr. 101 or 201, MAT 120 or 191.
Intermediate level analysis of consumer theory and theory of the firm. Other topics include market failure, savings and investment, risk and uncertainty, wage determination and income distribution.

311 Managerial Economics (3:3). Pr. 250.
Economic analysis of management and firm behavior. Topics include: nature of the firm and managerial decision-making, demand, market structures, competitive strategies, finance, costs, supply, pricing, R&D, and mergers.

312 Productivity and Technological Change (3:3). Pr. 101 or 201.
Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, R&D management, patenting, and technology assessment.

319 Quantitative Analysis I (3:3). Pr. MAT 120 or 191 and ECO 201.
Introduction to mathematical methods in economics and business. Includes applications of mathematics to consumer and production theory, equilibrium analysis, input-output models, and optimization.

323 Public Finance (3:3). Pr. 101 or 201.
The analysis of taxes and expenditures. Topics include: rationale for government (public goods, externalities), expenditure analysis (including income redistribution), tax analysis (including income, sales, and property taxes).

327 Money and Economic Activity (3:3). Pr. 202.
Emphasis on legal, institutional, and economic forces which mutually interact to determine supply of money. Elementary monetary theory and monetary flows, institutions, policies, and problems analyzed. International as well as domestic monetary analysis.

336 Consumer Economics (3:3). Pr. 101 or 201.
Application of economic principles to problems of consumers in their efforts to maximize utility. Analysis of consumer movement and of role of government in area of consumer protection.

346 Intermediate Macroeconomic Theory (3:3). Pr. 301, 327, admission to Department of Economics or other approved program.
Intermediate level analysis of national income and employment with attention to fiscal and monetary policy, theories of business fluctuations, and economic growth.

351 Economic and Business Statistics II (3:3). Pr. 250.
Continuation of 250. Multiple regression, time series analysis, simple forecasting, basic econometric models applied to case studies in business, economics, and accounting. Use of statistical computer programs.

360 International Monetary Economics I (3:3). Pr. 202.
Analysis of balance of payments and international monetary systems. Monetary and fiscal policies under the gold standard, fixed exchange, and flexible exchange systems. Breakdown of the Bretton Woods system and the current exchange rate policies of central banks.

363 European Economic History (3:3). Pr. 101 or 201.
Study of evolution of European economics from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital. (Same as HIS 363.)

370 Labor Economics (3:3). Pr. 201.
Examination of wage and employment determination in U.S. labor markets. Topics include labor supply and labor demand theory, investments in education and training, job search and migration, unemployment, unions, racial and sex discrimination, income inequality, and public policy.

371 Labor Relations and Collective Bargaining (3:3). Pr. 201 or permission of instructor.
Economic analysis of unions, collective bargaining, labor relations, and public policy. Topics include wage determination, union membership, bargaining, strikes, union wage effects, nonwage compensation, productivity, and workplace governance structures.

375 Government and Business (3:3). Pr. 201.
Government regulation and control of markets. Emphasis on antitrust laws and economics as well as control by regulation.

380 Environmental and Natural Resource Economics (3:3). Pr. 101 or 201 or permission of the instructor.
Examination of environmental problems in market economies. Topics include the economic theory of pollution and its control, common-property resources, renewable and other resources, endangered species, population growth, and international problems.

390 Health Economics (3:3). Pr. 101 or 201 or equivalent, or permission of instructor.
Examination of supply and demand for health care, medical malpractice, health insurance, government provision of health care, international comparisons, and health care reform.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

499 Problems in Economics (3:3). Pr. 201 and consent of instructor. • May be repeated for credit with approval of Department Head.
Independent study, research, and discussion covering a topic or group of related topics of current interest in economic policy or economic theory. Topics covered vary from semester to semester.

For Advanced Undergraduates and Graduate Students

505 Economics for Educators (3:3). • Not open to majors in economics and management. • Does not count toward a graduate degree in economics or business administration.
Principles of economics with application to selected problems such as economic growth, inflation, monetary and fiscal policy, international trade, and monopoly and competition. Designed for preservice and in-service teachers.

510 Law and Economics (3:3). Pr. 201.
Applies economic theory in analysis of law. Presents framework for analysis, examines legal system and various fields of law, studies public regulation, reviews economic analyses of crime, and examines alternative views of legal process.

513 Directed Studies in Economics I (3). Pr. 21 s.h. of economics and consent of instructor.
Individual study of economic problems of special interest to the student. Regular conferences with instructor required.

517 American Economic History: Colonial Times to 1865 (3:3). Pr. 201 or consent of instructor.
Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. (Same as HIS 517.)

518 American Economic History: 1865 to Present (3:3). Pr. 201 or consent of instructor.
Evolution of the American economy from the Civil War to present. Emphasis on economic performance through time measured against goals of full employment, price stability, and rapid growth. (Same as HIS 518.)

523 Topics in Public Finance (3:3). Pr. 301.
Examination of market failure, public goods, economic efficiency, income distribution, and decision making in non-market sector. Economic analysis of major taxes and expenditures with emphasis on incidence and allocative effects.

530 Urban and Regional Economics (3:3). Pr. 301 or permission of instructor.
Application of analytical tools of economics to explain economic organization of cities, metropolitan areas, and larger regions and to deal with their economic problems. Problem areas analyzed include growth, poverty, housing, transportation.

540 Economic Development (3:3). Pr. 201.
Factors attending and determining economic growth of nations over long periods of time. Application of economic concepts to problems of less developed nations.

550 Comparative Economic Systems (3:3). Pr. 201.
Capitalism, socialism, communism, and fascism as economic systems and as philosophies; strength and weakness in each system.

553 Economic Forecasting (3:3). Pr. 351, 554, or permission of the instructor.
Forecasting economic trends and fluctuations. Applications for regression analysis, exponential smoothing techniques, and Box-Jenkins procedures to forecast such economic variables as gross national product and unemployment levels.

554 Econometrics I (4:3:1). Pr. 201, 250, or permission of the instructor.
Methods for estimation of economic relationships. Problems with time series and cross sectional data. Applications to demand equations, consumption function, etc. Use of statistical computer programs.

555 History of Economic Thought (3:3). Pr. 202.
Main currents in evolution of economic thought with emphasis on classical and neoclassical schools and developments in economic ideas during twentieth century.

560 Topics in International Economics (3:3). Pr. 301 or permission of instructor.
Mechanism and theory of international trade. Selected current problems in international economic and commercial policies.

570 Topics in Labor Economics (3:3). Pr. 301 or permission of instructor.
Advanced theory and research related to labor supply and demand theory, investments in human capital, job search theory, migration, unemployment, theories of discrimination, income distribution theory, and public policy.

575 Industrial Organization and Public Policy (3:3). Pr. 301 or permission of instructor.
Theoretical and empirical study of firms relative to their rivals, suppliers, and customers. Use of theory and industry studies to understand the nature of competition and consequences of imperfect competition.

For Graduate Students Only

600 Quantitative Methods in Business and Economics (3:3).

610 Economic Environment of the Firm (1.5-3:1.5-3).

611 Managerial Economics (1.5-3:1.5-3).

613 Directed Studies in Economics II (3).

619 Quantitative Analysis II (3:3). (Formerly ECO 519).

645 Advanced Microeconomics I (3:3).

646 Advanced Macroeconomics I (3:3).

647 Advanced Microeconomics II (4:3:1).

648 Advanced Macroeconomics II (3:3).

652 Advanced Economics and Business Statistics I (3:3).

654 Econometrics II (4:3:1).

655 Modeling Economic Systems (3:3).

660 International Monetary Economics II (3:3).

685 Monetary and Fiscal Policy (3:3).

694 Seminar and Research in Economics I (3:3).

695 Seminar and Research in Economics II (3:3).

699 Thesis (3).

711A Experimental Course: Econometric II Computer Lab

711B Experimental Course: Advanced Microeconomics Lab

800 Graduate Registration (0).

DEPARTMENT OF FINANCE

441 Bryan Building

Donald L. McCrickard, Associate Professor and Acting Head of Department

Professors Johnson, Jud; Associate Professors Balbirer, Wingler, Winkler; Lecturers Oglesby, Simms

The undergraduate finance, insurance and real estate program deals with the theory, organization, and operation of the financial system from both a market and a managerial viewpoint. Students are expected to develop analytical abilities and to present their analyses in both written and oral form.

The Department of Finance offers a Bachelor of Science degree with a major in finance, insurance and real estate. Undergraduate majors are offered a broad range of courses from the areas of financial management, risk and insurance, and real estate.

Graduates may take managerial positions in controllership or treasury work in non-financial businesses as well as a wide array of careers in financial services and banking. In addition, the degree may lead to positions in risk management and real estate departments of public agencies and private corporations as well as insurance and real estate companies.

At the graduate level, the department offers courses in finance , risk management, and real estate as part of the Master of Business Administration (MBA) program.

FINANCE, INSURANCE AND REAL ESTATE MAJOR (BACHELOR OF SCIENCE)

Required

1. Formal admission to the Department of Finance, including the following:
   a. Successful completion of ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191
   b. Grade of C or better in ACC 201
   c. A cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

All-University Liberal Education Requirements (AULER) (45 hours)

All students must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and CST 341	6

9. Social and Behavioral Sciences (SB) 6
   Required: ECO 201, 202
10. World Literature (WL) 3
11. AULER Electives (EL) 6

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

1. FIN 315, 320, 325, 330
2. Four additional courses selected from the following: ACC 420; ECO 351, 360, 554; any Finance elective other than FIN 300
3. Related Areas: ACC 201, 202; ECO 201, 202, 250; ISM 110, 280, 360; MGT 309, 312, 320, 330, 491

Electives

Electives sufficient to complete 122 total semester hours required for the degree. At least 13 hours of the free electives must be taken in courses outside business and economics.

FINANCE, INSURANCE AND REAL ESTATE COURSES (FIN)

For Undergraduates

300 The Management of Personal Finance (3:3). • May be used to fulfill major requirements ONLY for Business Administration and Business and Marketing Education; will count toward maximum permissible hours in the School.
Personal budgeting and accounting; borrowing money; buying on credit, personal income tax returns; saving and wise investment of savings; insurance; home ownership.

315 Business Finance I (3:3). Pr. admission to a program of study within The Bryan School or other professional program approved by the School.
Recognition and analysis of financial problems. Integrated approach to financial management emphasizing basic concepts of valuation, investment, and financial structure.

320 Principles of Risk Management and Insurance (3:3). Pr. grade of C or better in 315; junior standing.
Investigation of risk and the risk management process including the role of insurance. Social insurance, financial planning issues, employee benefits and pension and retirement planning are included.

325 Fundamentals of Real Estate (3:3). Pr. grade of C or better in 315; junior standing.
Examination of principles, practices, and policies affecting real estate markets. Topics include the nature of real property, mortgages, real estate financing, and real property law.

330 Financial Institutions and Markets (3:3). Pr. grade of C or better in 315.
Principal institutions and markets comprising the financial system; their roles in short-term, long-term and equity financing, interest rate determination and capital formation. Interrelationships between domestic and international and financial markets. Government policy objectives and regulations as influences on the financial system.

410 Business Finance II (3:3). Pr. grade of C or better in 315.
Theory and practical application of capital budgeting, cost of capital and capital structure analysis, working capital management, and financial analysis and planning.

415 Advanced Corporate Finance (3:3). Pr. admission to a program of study within The Bryan School or other professional program approved by the School; 410.
An examination of the interrelationships between major financial policy decisions. Topics include capital structure theory, corporate debt capacity, risk and capital budgeting, dividend policy, corporate restructuring, and mergers and acquisitions.

420 Real Estate Finance (3:3). Pr. grade of C or better in 315.
Working knowledge of real estate finance. Topics include mortgage markets and institutions, methods and practices of real estate finance, and real estate appraisal and investment analysis.

442 Investments (3:3). Pr. 330.
Investment principles and practices, investment policies, security analysis, and the mechanics and mathematics of security purchases. Long- and short-term fluctuations of security prices, functions of securities markets and regulatory bodies, and individual investment needs.

444 International Finance (3:3). Pr. 330.
Examination of international finance from standpoint of the firm. Topics include international money and capital markets, foreign exchange markets, investments in foreign operations, as well as financing strategies for foreign operations.

449 Seminar in Finance (3:3). Pr. admission to program or other approved program; grade of C or better in 315.
Independent study, research, and class discussion covering a topic or group of related topics of current interest in financial theory, policy, or practice. Topics may vary each semester.

471 Life Insurance and Financial Planning (3:3). Pr. 320.
Emphasis on life insurance in the financial planning process. Explores the role of savings and investment and the creation, preservation, and taxation of wealth.

472 Property and Liability Insurance (3:3). Pr. 320.
Examination of coverages and exclusions found in direct damage and indirect loss contracts and liability insurance contracts as risk management devices for the treatment of pure risk.

473 Risk Management (3:3). Pr. 320.
Identification and evaluation of risk with emphasis on risk treatment. Attention given to risk financing, including cash-flow plans, self-insurance, and captive insurer alternatives.

499 Problems in Finance (3:3). Pr. senior majors or others by consent of instructor; grade of C or better in 315 • May be repeated for credit with approval of Department Head.
Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of finance. Topics may vary from semester to semester.

For Graduate Students Only

613 Directed Studies (3).

663 International Financial Management (3:3).

699 Thesis (3).

800 Graduate Registration (0).

Department of Information Systems and Operations Management

479 Bryan Building

Gerald L. Hershey, Professor and Head of Department

Professors Grill, Weeks (Dean); Associate Professors Eatman, Ehrhardt, Taube; Adjunct Associate Professors Cheng, Grandon; Assistant Professors Amoako-Gyampah, Balthazard, Gargeya, Herschel, Koh, Steiger; Lecturers Cantrell, Lockley

Programs offered by the department include study of computer technology and automation applied to information systems, production-manufacturing systems, office systems and management decision making. Career opportunities are excellent for quality graduates of any of the three concentrations. All students in departmental programs gain extensive experience using microcomputers and contemporary applications software.

The department assists professional student development, participates in the School's internship program, and assists students with career planning and placement. Students with appropriate academic records are encouraged to seek an internship as juniors or seniors. The programs in Management Information Systems and Office Systems Administration closely follow the national curriculum models of DPMA and OSRA.

Information Systems and Operations Management Major (Bachelor of Science)

Required

1. Formal admission to the Department of Information Systems and Operations Management, including the following:
   a. Successful completion of ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191
   b. Grade of C or better in ISM 110, 210 and 280
   c. A cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

Concentrations

- Information Systems
- Office Systems Administration
- Operations Management

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3

4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
   Required: MAT 120 or 191
6. Natural Science (NS) 6
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 6
   Required: ENG 101 or FMS 103 or RCO 101, and CST 341
9. Social and Behavioral Sciences (SB) 6
   Required: ECO 201, 202
10. World Literature (WL) 3
11. AULER Electives (EL) 6

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements For All Concentrations

1. ISM 110, 210, 280, 351, 360
2. Related areas: ACC 201, 202; CST 341; ECO 201, 202, 250; FIN 315; MGT 309, 312, 320, 330, 491

Information Systems Concentration

1. Required: ISM 240, 310, 315, 316, 317, 452, 475
2. Six hours of electives from: ISM 303, 304, 305, 325, 492, or approved CSC courses

Office Systems Administration Concentration

1. Required: ISM 240, 303 or 304, 305, 315, 325, 472, 475
2. Two to four hours of electives from: ISM 310, 316, 317, 325, 492 or MGT 317

Operations Management Concentration

1. Required: ISM 303, 304, 462
2. Twelve credit hours from: ISM 230, 240, 310, 325; MGT 314, 315, 317, 390, 426 or ACC 430

Electives

Electives sufficient to complete 122 total semester hours required for the degree. At least 13 hours of the free electives must be taken in courses outside business and economics.

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT COURSES (ISM)

For Undergraduates

110 Business Computing I (3:3). • Open to freshmen and other students seeking an introduction to computer usage.
Introduction to computer hardware, software and microcomputer applications including electronic mail, word processing, graphics, spreadsheets, and network functions.

210 Business Computing II (3:3). Pr. 110 or consent of instructor.
Advanced techniques in the use of microcomputer applications, including desktop publishing, spreadsheets, database systems, and linkages between applications. Students study how end user applications are managed and contribute to business.

230 Quantitative Business Analysis (3:3). Pr. MAT 120 or 191 and coreq. ECO 250.
Survey of the current management science techniques for business and economic decision making. Topics covered include decision making under risk, decision making under uncertainty, linear programming, waiting line theory, network models, and simulation.

240 COBOL Programming I (3:3). Pr. 110.
Introduction to the use of COBOL language as a tool for solving business-related problems. Emphasis on problem analysis and structured programming techniques.

280 Business Processes and Information Technology (3:3). Pr. 110, ECO 201, ACC 201.
The nature of business processes and basic information technology. Examination of the use of information technology to support business processes. Includes a review of the development and management of information technology.

303 Total Quality Management (3:3). Pr. admission to program of study within the Bryan School or other professional program approved by the School.
Introduction to the concepts, principles, and practices of managing quality in organizations. Topics covered include perspectives on quality, importance of a customer focus, continuous improvement, employee involvement, and quality tools.

304 Managing and Organizing Projects (3:3). Pr. 280.
An introduction to modern methods for defining, planning, managing, and controlling large projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities.

305 Office Systems Analysis and Design (3:3). Pr. admission to the Department.
Approaches and tools used in analysis and design of office and end-user systems. Development of techniques for analyzing unstructured systems and assessing office productivity. (FA)

310 COBOL Programming II (3:3). Pr. admission to program or other approved program; grade of C or better in 240.
Advanced study of structured COBOL programming. Multiple dimensioned tables, multiple file handling, indexed and direct file access for business applications.

315 Database Systems Theory (1:1). Pr. 240 and admission to Department.
Study of the concept of database management systems and alternative logical systems of data management. Overview of available systems and industry trends.

316 Structured Query Language (1:1). Pr. 315 and admission to Department.
Study of the SQL language and its use in query, reporting, and maintenance activities.

317 Database Systems Design (1:1). Pr. 316 and admission to Department.
Design of database systems. Emphasis on the development of multiple table database systems to solve specific organizational needs and practical problems in the development and evolution of an actual database.

325 Topics in Applications Development (1-3). Pr. 315 and admission to the Department. May be repeated for credit when topic varies.
Study of specific application development environments and development tools to support business application development.

351 Systems and Process Analysis (3:3). Pr. admission to Department.
Focuses on systems and process concepts such as automation boundaries, feasibility assessments, performance measures, information modelling, process reengineering, quality, and value added. Course emphasizes analysis methodologies.

360 Operations Management (3:3). Pr. admission to program of study within the Bryan School or other professional program approved by the School.
Survey of the operations functions of organizations with emphasis on design and control decisions. Qualitative and quantitative problem-solving methods used to enhance managerial competence in the operations functions.

361 Assembler Programming (3:3). Pr. 240.
Examination and utilization of assembly language with an emphasis on understanding how a one-for-one machine language operates.

452 Design of Management Information Systems (3:3). Pr. admission to program or other approved program; grade of C or better in 310.
Development of cost effective computer-based systems to produce information needed for managerial decision making as specified in the information analysis phase.

461 Production Management Controls (3:3). Pr. 360.
Analysis of development, execution, and control of an operating plan for an organization, including discussions of material and capacity control, quality control, and Japanese techniques. Cases and a term paper/project. (FA)

462 Distribution and Materials Management (3:3). Pr. grade of C or better in 360 and admission to Department or other approved program.
Roles of distribution and materials management in the management of operations. Topics include inventory management, materials requirement planning, distribution management, purchasing, and logistics management. (SP)

463 Production/Operations Management Simulation (3:3). Pr. 360.
Seminar simulating operation of a complex business enterprise. Student teams operate competing firms in an industrial environment simulated by a computer.

472 Advanced Office Systems (3:3). Pr. admission to program or other approved program; grade of C or better in 305.
Study of advanced topics in office systems and office automation. In-depth analysis of selected issues. May involve field-based research. (SP)

475 Telecommunications Management (3:3). Pr. 315, 351, and admission to Department.
Telecommunications technology and the use of that technology in business. Coverage of voice, data, and video communications and LANs and WANs. Emphasis on the delivery and management of telecommunications services.

492 Advanced Topics in Business Information Systems (3:3). Pr. 351 and senior standing.
Advanced study of topics of interest to those in Information Systems. Group discussions and study emphasized.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

498 Independent Study (1 to 3). Pr. consent of instructor, senior standing and approval of written plan of study prior to registration.
Individual study of issues or problems in information systems and/or operations management. Student must arrange time and course requirements with instructor prior to registration.

499 Problems in Information Systems and Operations Management (3:3). Pr. consent of instructor. • May be repeated for credit with approval of Department Head.
Independent study and research with class discussion covering a topic or group of related topics of current interest in information systems and/or operations management.

For Graduate Students Only

613 Directed Studies in Information Systems and Operations Management (1 to 3).

649 Topics in Operations Research (3:3).

656 The Computer As a Research Instrument (3:3).

657 Decision Support Systems (3:3).

659 Seminar in Management Information Systems (3:3).

800 Graduate Registration (0).

DEPARTMENT OF MANAGEMENT AND MARKETING

366 Bryan Building

Benton E. Miles, Professor and Head of Department

Professors Lucas, Moran, Muchinsky (Bryan Distinguished Professor of Business); Associate Professors Brown, Buttner, Gryskiewicz, Land, McEnally, Tullar, Williamson; Assistant Professors Kawashima, Paradise-Tornow, Rathburn; Adjunct Assistant Professor Novelli; Lecturers Arledge, Cash, Hassell, Johnson, Kaiser, Schwartz, Sowers

The Department of Management and Marketing offers a program of study leading to the Bachelor of Science degree. The objective of the undergraduate major in management and marketing is to provide liberally educated students with a broad exposure to the functional areas of business and a more comprehensive understanding of one of the managerial specialties through choice of a concentration:

Human Resources places focus on skills and knowledge needed by the professional human resources manager: job analysis, recruiting, screening, selection, training and development, performance appraisal, job evaluation, and salary administration.

Management is the process of producing organizational effectiveness through planning, organizing, staffing, leading, and controlling. Activities range from supervising small groups to establishing strategy for a multinational corporation.

Marketing is concerned with the development and pricing of products, selection of distribution channels, and promotion of products to consumers. This concentration leads to careers in sales, sales management, advertising, and retailing as well as marketing management.

Merchandising Management focuses on the retail environment and the appropriate channel members involved in consumer goods/services. The concentration leads to careers in management in retailing organizations and related business firms dealing with consumer goods and services.

Small Business Management/Entrepreneurship focuses on the small business and will be of interest to those students who may be planning careers in family businesses or other small business operations.

MANAGEMENT/MARKETING MAJOR (BACHELOR OF SCIENCE)

Required:

1. Formal admission to the Department of Management and Marketing, including the following:
   a. Successful completion of ACC 201, 202; ECO 201, 202, 250; ISM 110; and MAT 120 or 191
   b. A cumulative GPA of at least 2.0
2. 122 semester hours
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

Concentrations

- Human Resources
- Management
- Marketing
- Merchandising Management
- Small Business Management/Entrepreneurship

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: MAT 120 or 191	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and CST 341	6
9.	Social and Behavioral Sciences (SB) Required: ECO 201, 202	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major and Related Area Requirements

For All Students in the Department of Management and Marketing

1. MGT 309, 312, 320, 330, 491
2. Related areas: ACC 201, 202; ECO 201, 202, 250; FIN 315; ISM 110, 280, 360

Students should select one of the concentrations listed below:

Human Resources Concentration

MGT 313; any three of the following: MGT 314, 315, 317, 475; ECO 370

Management Concentration

MGT 307, 314, 390, 470, and one of the following: MGT 375, 475, ISM 304, 462

Marketing Concentration

MGT 321, 426, and any three of the following: MGT 306, 307, 403, 418, 421, 422, 424, 550

Merchandising Management Concentration

MGT 306, 307, 418, 550, and one of the following: MGT 321, 403, 421, 422, 424, 426

Small Business Management/Entrepreneurship Concentration

MGT 314, 390, 403, 470, and one of the following: MGT 306, 375, 424, 475, ISM 462

Continuation Requirements

Students who have been admitted to the Human Resources, Management, Marketing, Merchandising, and Small Business/Entrepreneurship programs of study must be in good academic standing at UNCG, must maintain at least the GPA required for program admission, and must make a grade of C- or better in the coursework required for their concentration.

Electives

Electives sufficient to complete 122 total semester hours required for the degree. At least 13 hours must be taken outside business and economics.

Management and Marketing Courses (MGT)

For Undergraduates

200 Management of Organizations (3:3). Pr. sophomore standing.
An introduction to how managers coordinate human and material resources to achieve organizational goals. Effective management practices that can be applied to business, educational, governmental, hospital, and social service organizations.

301 Introduction to International Business (3:3). Pr. grade of C- or better in 312; admission to approved program.
Introduction to the environmental factors which increasingly cause businesses to become international in the scope of their activities. Nature of global business and multinational organizations analyzed. (Formerly MGT 390)

306 Introduction to Retailing (3:3).
Introductory course in the fundamentals of store organization, management, and merchandising.

307 Selling and Sales Management (3:3).
Special problems involved in marketing with emphasis on the sales process.

309 Business Communications (3:3). Pr. junior standing and admission to approved program.
Analysis and composition of effective business communiques, including both short and formal reports. Stresses the importance of communications to effective management of organizations.

312 Human Behavior in Business Organizations (3:3).
Businesses as a generic class of organizations. Relation of individual worker and manager to organization and its impact upon them. Formal and informal groups. Management from behavioral point of view. Stability and change within business organizations.

313 Human Resource Management (3:3). Pr. 312.
An analysis of how human resources contribute to organizational performance, and the management of those human resources including recruitment, selection, compensation, training and development, performance, appraisal, and union/management relations.

314 Industrial and Organizational Psychology (3:3). Pr. admission to approved program; grade of C- or better in 312.
Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior. (Same as PSY 314.)

315 Selection and Assessment in Organizations (3:3). Pr. admission to program of study within the Bryan School or other approved program; grade of C- or better in 312; 314
Basic principles of psychological measurement. Selection theory and utility theory. Various devices used for selection and their common use. Psychometric properties of assessment devices. Uses of assessment devices.

316 Compensation and Benefits (3:3). Pr. 314, 315; admission to approved program, grade of C- or better in MGT 312;
Principles of compensation and benefits. Job analysis and job evaluation. Market surveys and their effects on pay structure. Performance pay and incentives. Benefits, services, and the comparable worth issue.

317 Training and Development in Organizations (3:3). Pr. 314; admission to approved program; grade of C- or better in MGT 312.
Principles of training and development. Training needs, assessment, training solutions to organization problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system.

320 Principles of Marketing (3:3). Pr. junior standing and admission to approved program.
General survey including marketing decision-making and models, buyer behavior, channels of distribution, and marketing research. Topics treated from a managerial viewpoint.

321 Advanced Marketing Management (3:3). Pr. ISM 110, ACC 202, ECO 250, grade of C- or better in MGT 320; admission to approved program.
Advanced analysis and decision-making techniques in marketing, including some computer applications. Emphasis on strategic view of marketing rather than just tactical view and practical applications of marketing knowledge.

330 The Legal Environment of Business (3:3).
Survey of the legal, political, and ethical environment in which business decisions are made. Anti-trust, employment, and consumer and creditor laws included. Federal, state, and international laws covered.

331 Legal Aspects of Business Transactions (3:3). Pr. admission to BS Accounting program.
Subjects covered include court systems, contract and sales law, professional ethics, business political activities, anti-trust laws, international laws, and other matters of public policy.

332 Legal Aspects of Management (3:3). Pr. 330 or 331; admission to approved program, or permission of instructor.
Securities regulations, negotiable instruments law, and debtor and creditor rights included. Also covered are legal relationships-partnerships, corporations, and principal-agency.

354 Women, Work, and Management (3:3). Pr. MGT 200 or SOC 211; junior standing.
Examination of women's participation in the the U.S. labor force and work organizaitons with special attention to issues for women in management. Markham. (Same as SOC 354.)

375 Management Process Skills (3:3). Pr. grade of C- or better in 312; admission to approved program.
Practical application of management theory. Processes for performing the basic management functions of decision making, planning, organizing, leading, and controlling. Application of the processes to management cases.

403 Marketing for Small Firms (3:3). Pr. grade of C- or better in 312 or 320; admission to approved program; senior standing.
Special nature of small business and the marketing implications. Addresses general marketing issues and specific, "real world" marketing problems. Small business firms serve as clients for student consulting teams.

408 Operating Problems in Retailing (3:3). Pr. 306; junior standing; admission to approved program.
Examination and evaluation of politics and practices in retailing, with emphasis on advertising and its economic significance.

418 Advanced Merchandising (3:3). Pr. 306, 307; junior standing; admission to approved program.
Merchandising policies, buying, stock planning and control, and merchandise pricing in modern retail stores.

421 Promotion Management (3:3). Pr. grade of C- or better in 320; admission to approved program.
Promotion process and decision criteria for making promotion management decisions. Emphasis on behavioral and communicative aspects of advertising, personal sales, and other promotional tools from a management decision-making viewpoint.

422 Fundamentals of Marketing Research (3:3). Pr. ECO 250, grade of C- or better in 320; admission to approved program.
Marketing information systems, sampling theory, experimental design, psychological scaling techniques, longitudinal analysis. Particular attention to assumption structure underlying each technique. Case studies and problem approach. Student develops programs of action on basis of marketing research results.

424 Consumer Behavior (3:3). Pr. grade of C- or better in 320; junior standing; admission to approved program.
Psychological and socioeconomic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socioeconomic groups.

426 International Marketing (3:3). Pr. grade of C- or better in 320; admission to approved program.
Practical aspects of marketing goods across national boundaries. Documentary complexities of international marketing emphasized.

470 Small Business Management (3:3). Pr. grade of C- or better in 312; 320, FIN 315 , ISM 360; admission to approved program.
Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business.

475 Employment and Human Resource Law (3:3). Pr. junior standing; grade of at least C- in 312 or permission of instructor; admission to approved program.
National Labor Relations Act, Fair Labor Standards Act (including equal employment), and other statutes and court decisions relating to employment relations and their effect on managerial practices. (FA)

491 Business Policy and Strategy (3:3). Pr. 312, 320, FIN 315, ISM 280, 360; senior standing; admission to approved program; pr. or coreq. MGT 330 (for Accounting majors, MGT 331).
Capstone case course in top management policy and strategy determination. Students learn to integrate various business functions and to develop skills and judgment in solving problems of the organization as a total system in relation to its environment.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

499 Problems in Management (3:3). Pr. senior majors or others by consent of instructor. • May be repeated for credit with approval of department head.
Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of the business enterprise. Topics vary from semester to semester.

For Advanced Undergraduates and Graduate Students

514 Organizational Communication (3:3). Pr. admission to the Bryan School of Business and Economics or other professional program approved by the School.
Theories of interpersonal and oral communication in organizations. Emphasis upon the use of oral communication to accomplish organizational objectives. (Same as CST 514.)

519 Business Report Writing (3:3). Pr. 309 or permission of instructor.
Continuation of 309. Emphasis on organizing and writing realistic business reports, including research methodology which precedes report preparation. (Formerly ISM 519)

550 Directed Business Practice (1-4:1:3-12). Pr. permission of instructor, admission to the Bryan School of Business and Economics or other professional program approved by the School.
Planned work experience approved in advance by instructor. Regularly scheduled class attendance as well as reading, writing and skill practice assignments are required. (Same as BME 550.)

For Graduate Students Only

613 Directed Studies (3).

661 Business in the International Economy (3:3).

670 Entrepreneurial Management (3:3).

675 Issues and Problems in Industrial Relations (3:3).

689 Seminar in Leadership Development (6).

699 Thesis (3).

800 Graduate Registration (0).

Division of Business and Marketing Education

362 Bryan Building

Stephen R. Lucas, Professor (Department of Management and Marketing) and Director of Division

Benton E. Miles, Professor (Department of Management and Marketing)

Programs in this division develop, maintain, and promote business and marketing teacher education. Graduates are qualified and licensed to teach in North Carolina secondary schools.

Two majors are available in this division in two areas of teaching: business education and marketing education. While each major primarily prepares students to teach high school subjects germane to the business world, the strong foundation in business courses also prepares students for employment in the business world.

Accelerated Master of Science Program. The accelerated program in business and marketing education provides the opportunity for a student to complete an undergraduate degree within a four-year period and to reduce the amount of time required to complete the Master of Science in Business Education degree (MSBE). The MSBE degree addresses both the business education and marketing education majors. Interested undergraduates should identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Students can receive more detailed information about this program by contacting the BME program director in Room 362, Bryan Building.

Financial Aid. Financial aid is available on a competitive basis to undergraduate students preparing to teach business education and/or marketing education: the Vance T. Littlejohn Scholarship, Nina Teague Lineberry Scholarship Endowment, Charles Burchett Allen Scholarship, and James W. Crews Scholarship Endowment are available. Other financial aid sources are listed and explained in Chapter 3.

Business Education Major (Bachelor of Science)

Required: 122 semester hours

Students must be admitted into the Division of Business and Marketing Education of the Bryan School of Business and Economics and into the teacher education program (see Chapter 6).

All-University Liberal Education Requirements (AULER) (36 hours)

All students in this program must meet AULER requirements. Specific area requirements for BOTH concentrations are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	3
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 or exemption	3
9.	Social and Behavioral Sciences (SB) Required: ECO 101 or 201	6

11. AULER Electives (EL) 6
    Required: PSY 221

The above reflects waivers approved for this program in the areas of Literature (BL or WL), 3 hours; Natural Science (NS), 3 hours; and Reasoning and Discourse (RD), 3 hours. See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

1. BME 463, 465, 469, 555
2. See BME Director for teacher competency details for North Carolina Business Licenses.

Related Area Requirements

1. ACC 202, FIN 300 or 315; ISM 110, 210, 240; MGT 309, 320, 330, 550; ELC 381; CUI 390, 450, 470; HEA 201
2. The NTE/PRAXIS Pre-Professional Skills Test (PPST) is to be successfully completed prior to applying for admission to the UNCG Teachers Academy.
3. Note: The NTE Professional Knowledge (PK) and Business Specialty Area Tests are to be successfully completed prior to applying for North Carolina teacher licensing.

Second Major Requirements

One of the approved second majors:

1. Economics: ECO 201*, 202*, and six ECO electives at the 200-level or above.
2. Psychology: PSY 310, 326 (or 342 or 347); 345*, 425 (or 449 or 451), 450 (or 453), 452 (or 454) and 515
3. Sociology: SOC 211*, 314, 318, 450; two selected from SOC 232*, 320, 336 and 337; and two selected from SOC 331, 351, 553 and 562.

Note: Depending on the second major selected, certain courses can be applied toward the AULER requirements. These courses are indicated by an asterisk.

Electives

Electives sufficient to complete the total number of semester hours required for degree.

Marketing Education Major (Bachelor of Science)

Required: 122 semester hours

Students must be admitted into the Division of Business and Marketing Education of the Bryan School of Business and Economics and into the teacher education program (see Chapter 6).

All-University Liberal Education Requirements (AULER) (36 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below: **Semester Hours**

1. Analytic and Evaluative Studies (AE) 3
2. British or American Literature (BL) or World Literature (WL) 3
3. Fine Arts (FA) 3
4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
6. Natural Science (NS) 3
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 3
   Required: ENG 101 or FMS 103 or RCO 101 or exemption

9. Social and Behavioral Sciences (SB) 6
   Required: ECO 101 or 201
11. AULER Electives (EL) 6
   Required: PSY 221

The above reflects waivers approved for this program in the areas of Literature (BL or WL), 3 hours; Natural Science (NS), 3 hours; and Reasoning and Discourse (RD), 3 hours. See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

BME 463, 465, 469, 555

Related Area Requirements

1. ACC 202, FIN 300 or 315; ISM 110; MGT 306, 307 (or 403), 309, 312, 320, 330, 550; ELC 381; CUI 390, 450, 470; HEA 201
2. The NTE/PRAXIS Pre-Professional Skills Test (PPST) is to be successfully completed prior to applying for admission to the UNCG Teachers Academy.
3. Note: The NTE Professional Knowledge (PK) and Marketing Specialty Area Tests are to be successfully completed prior to applying for North Carolina teacher licensing.

Second Major Requirements

One of the approved second majors:

1. Economics: ECO 201*, 202*, and six ECO electives at the 200-level or above.
2. Psychology: PSY 310, 326 (or 342 or 347); 345*, 425 (or 449 or 451), 450 (or 453), 452 (or 454) and 515
3. Sociology: SOC 211*, 314, 318, 450; two selected from SOC 232*, 320, 336 and 337; and two selected from SOC 331, 351, 553 and 562.

Note: Depending on the second major selected, certain courses can be applied toward the AULER requirements. These courses are indicated by an asterisk.

Electives

Electives sufficient to complete the total semester hours required for the degree.

Accelerated Masters Program for Undergraduates— BS in Business and Marketing Education and MSBE in Business Education

The accelerated program in Business and Marketing Education provides the opportunity for a student to complete a BS in Business and/or Marketing Education (122 hours) within a four-year period and to shorten the time required to finish the MS in Business Education degree.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with the MSBE advisor in the department of Managemment and Marketing as early as possible.

• earn a minimum GPA of 3.5 in their major and 3.0 in the University.

• take one of the MSBE-approved standardized tests in the spring of the junior year.

- seek admission to the Graduate School in the spring of the junior year.
- take BME 610 in the fall of the senior year and BME 614 in the spring of the senior year.

Requirements for Combined Accelerated BS in Business & Marketing Education/MSBE in Business Education

A. AULER Component (36 hours max)	**Hours**	**Hours reduced by**
See additional AULER Area requirements and available AP credit on p. 69.	24	**courses meeting more than one requirement**
Special AULER area requirements for this program:		
Social and Behavioral Sciences (SB)— *required ECO 101 or 201 (See D below) and one other*	6	-3
AULER Electives (EL)— *required PSY 221 and one other*	6	
Total Hours	36	
Total Hours (reduced)	**33**	**(-3)**

The above reflects waivers approved for this program in the areas of Literature (BL or WL), 3 hours; Natural Science (NS), 3 hours; and Reasoning and Discourse (RD), 3 hours. **See pp. 69-71** for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Select EITHER the Business Education or Marketing Education component below:

Business Education Component

B. Major Requirements (18 hours)	
1. BME 463, 465, 469, 555	18
2. See BME Director for teacher competency details for North Carolina Business Licenses.	
Total hours	**18**
C. Related Area Requirements (42 hours)	
1. ACC 202, FIN 300 or 315; ISM 110, 210, 240; MGT 309, 320, 330, 550; ELC 381; CUI 390, 450, 470; HEA 201	42
2. NTE Core Battery Tests: Communication Skills and General Knowledge	
3. NTE Professional Knowledge and Business Speciality Area Tests required for North Carolina teacher licensing	
Total hours	**42**
D. Second Major Requirements	
ONE of the approved second majors:	
1. Economics: ECO 201*, 202*, and six ECO electives at the 200-level or above.	24
2. Psychology: PSY 221, 310, 326 (or 342 or 347); 345*, 425 (or 449 or 451), 450 (or 453), 452 (or 454) and 515	24
3. Sociology: SOC 211*, 314, 318, 450; two selected from SOC 232*, 320, 336 and 337; and two selected from SOC 331, 351, 553 and 562.	24

Note: Depending on the second major selected, certain courses can be applied toward the AULER requirements.

Total hours	**24**
C. Electives	**8-11**

Marketing Education Component

B. Major Requirements (15 hours)	
1. BME 463, 465, 469, 555	15
Total hours	**15**
C. Related Area Requirements (45 hours)	
1. ACC 202, FIN 300 or 315; ISM 110; MGT 306, 307 (or 403), 309, 312, 320, 330, 550; ELC 381; CUI 390, 450, 470; HEA 201	45
2. NTE Core Battery Tests: Communication Skills and General Knowledge	
3. NTE Professional Knowledge and Marketing Speciality Area Tests required for North Carolina teacher licensing	
Total hours	**45**
D. Second Major Requirements	
ONE of the approved second majors:	
1. Economics: ECO 201*, 202*, and six ECO electives at the 200-level or above.	24
2. Psychology: PSY 310, 326 (or 342 or 347); 345*, 425 (or 449 or 451), 450 (or 453), 452 (or 454) and 515	21
3. Sociology: SOC 211*, 314, 318, 450; two selected from SOC 232*, 320, 336 and 337; and two selected from SOC 331, 351, 553 and 562.	24

Note: Depending on the second major selected, certain courses can be applied toward the AULER requirements.

Total hours	**24 or 21 or 24**
C. Electives	**5-8**
TOTAL UNDERGRADUATE SEMESTER HOURS	**122**

E. Requirements for MS in Business Education (33 hours)	
Senior Year (6 hours)	
BME 610 (Fall)	3
BME 614 (Spring)	3
Summer following Senior year (3-9 hours)	
BME 624	3
Electives	0-6
Graduate or 5th Year (18-24 hours)	
Education courses	6
Technical content courses	12
Electives (0-6 semester hours, determined by summer elective hours)	0-6
TOTAL MSBE SEMESTER HOURS	**33**

Business and Marketing Education Courses (BME)

For Undergraduates

413 Special Problems in Business and Marketing Education (1 to 3). Pr. junior standing.
Opportunity for students to work individually on a problem of special interest. Student should secure recommendation from an instructor and consult with the Division Director before registering for the course.

463 Business/Marketing Education Instructional Materials and Methods (3:3). Pr. senior standing.
Analysis, planning, and evaluation of instructions in business education and marketing education, including attention to special needs groups.

464 Business Education Instructional Materials and Methods (1:1). Pr. senior standing.
Analysis, planning, and evaluation of instruction in business education, with special emphasis on computer education and office education.

465 Supervised Teaching (9). Pr. 463; ELC 381, CUI 390, 450, 470.
Observation, teaching under supervision, and participation in the total school and related community activities of a teacher. Full-time responsibility for at least twelve weeks.

469 Business/Marketing Education Programs: Development, Organization, and Operation (3:3). Pr. senior standing.
Emphasizes historical development and present organizational structure of business education and marketing education at the district, regional and state levels.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

550 Directed Business Practice (1-4:1:3-12). Pr. permission of instructor, admission to the Bryan School of Business and Economics or other professional program approved by the School.
Planned work experience approved in advance by instructor. Regularly scheduled class attendance as well as reading, writing and skill practice assignments are required. (Same as MGT 550.)

555 Coordination of Cooperative Vocational Education Programs (3). Pr. junior standing.
Philosophy, principles, strategies, techniques, and procedures for coordination of cooperative vocational education programs. Emphasis on elements common to all areas of cooperative vocational education. Review and analysis of pertinent research.

597 Survey of Pre-Vocational Education (3:3). Pr. junior standing and permission of division director.
Designed primarily for pre-vocational education teachers. Emphasis on philosophy and organization of vocational education programs in North Carolina, curriculum and instructional design, sources and uses of occupational information and program evaluative measures.

598 Curriculum and Classroom Organization of Pre-Vocational Programs (3:3). Pr. junior standing and permission of division director.
Designed for pre-service and in-service teachers of pre-vocational programs. Emphasis on curriculum development, teaching techniques, resources, facilities, and evaluation.

599 Selected Topics in Business and/or Marketing Education (1 to 3). Pr. junior standing and permission of division director. • May be repeated for credit if content is changed.
Study of topics of common interest to those interested in business and/or marketing education. Group discussion and study rather than independent study emphasized. Generally non-recurring topics studied.

For Graduate Students Only

610 Research in Business and Marketing Education (3:3).

611 Analysis of Research (3:3).

612 Field Study (1 to 3).

613 Independent Study in Business and/or Marketing Education (1 to 3).

614 Testing and Evaluation in Business and Marketing Education (3:3).

615, 616 Seminar in Teaching (1:1), (1:1).

620 Major Issues in Business and Marketing Education (3:3).

624 Administration and Supervision in Business and Marketing Education (3:3).

625 Curriculum Problems in Business and Marketing Education (3:3).

629 The Instructional Program in Vocational Office Education (3:3).

633 Principles and Philosophy of Vocational Business and Marketing Education (2 to 3).

699 Thesis (3).

800 Graduate Registration (0).

Master of Business Administration Program

Master of Business Administration Program Committee:

McEnally (Chair), Allen, Balbirer, Ehrhardt, Helms, Kane, McCrickard, Mecimore, Simms, Taube, Tornow

Master of Business Administration Courses (MBA)

For Graduate Students Only

600 Business Statistics (1.5:1.5).
601 Management Science (1.5:1.5)
602 Presentation and Interpretation of Financial Statements (1.5:1.5).
603 Economic Analysis (1.5:1.5).
604 Organizational Behavior (1.5:1.5).
605 Financial Management (1.5:1.5).
606 Marketing Management (1.5:1.5).
607 The Operations Function (1.5:1.5).
610 Advanced Business Statistics (1.5:1.5).
611 Ethics, Public Policy and Business (1.5:1.5).
612 Cost Management Systems (1.5:1.5).
613 Economic Policy and the Global Environment (1.5:1.5).
614 Managerial Communications (1.5:1.5).
615 Managerial Assessment and Development (1.5:1.5).
620 Strategic Analysis (1.5:1.5).
621 Strategy Formulation (1.5:1.5).
624 Strategies for Managing Human Resources (1.5:1.5).
625 Creating Value Through Financial Policy (1.5:1.5).
626 Advanced Marketing Management (1.5:1.5).
627 Global Operations Strategy (1.5:1.5).
628 Business Strategy and Information Technology (1.5:1.5).
629 Strategy Implementation (1.5:1.5).
630 Global Financial Markets (1.5:1.5).
631 Security Analysis (1.5:1.5).
632 Financial Institutions (1.5:1.5).
633 Working Capital Management (1.5:1.5).
634 Capital Budgeting: Theory and Practice (1.5:1.5).
636 Real Estate Investment (1.5:1.5).
637 Real Estate Finance (1.5:1.5).
640 Marketing Models (1.5:1.5).
641 Consumer Behavior (1.5:1.5).
642 Marketing Research: Gathering Original Data (1.5:1.5).
643 Marketing Research: Data Analysis (1.5:1.5).
644 International Marketing Management (3:3).
645 Marketing Strategy (3:3).
646 Management of the Sales Force (3:3).
647 Retail Personnel Problems (3:3).
650 Total Quality Management (1.5:1.5).
651 Management of Technology and Innovation (1.5:1.5).
654 Project Management (1.5:1.5).
655 Business Process Reengineering (1.5:1.5).
656 Understanding Groupware: Technology for Teamwork (1.5:1.5).
660 International Trade Policy (1.5:1.5).
670 Organizational Theory (1.5:1.5).
671 Organization Change and Development (1.5:1.5).
672 Advanced Topics in Human Resource Management (1.5:1.5).
680 Tax Policy and Business Planning Strategies I (1.5:1.5).
681 Tax Policy and Business Planning Strategies II (1.5:1.5).
682 Health Care Economics and Management (1.5:1.5).
683 Mergers and Acquisitions (1.5:1.5).
684 Corporate Restructuring and Management Control (1.5:1.5).
690 Environmental Economic Analysis (1.5:1.5).
691 Business and Economic Forecasting (1.5:1.5).
711 Experimental Course: International Business (3:3).
711 Experimental Course: Navigating the Informaiton Highway (1.5:1.5)
711 Experimental Course: Service Operations Management (1.5:1.5)
711 Experimental Course: Leadership in a Team Environment (1.5:1.5)
711 Experimental Course: Multicultural Management (1.5:1.5)

School of Education

Curry Building

A. Edward Uprichard, Professor and Dean of School

Mary W. Olson, Professor and Associate Dean

The School of Education comprises five departments and the Collegium for the Advancement of Schools, Schooling and Education. Within the Collegium are four centers, a consortium and various externally funded projects.

Departments

Counseling and Educational Development (CED)
Curriculum and Instruction (CUI)
Educational Leadership and Cultural Foundations (ELC)
Educational Research and Methodology (ERM)
Library and Information Studies (LIS)

The Collegium

Center for Educational Research and Evaluation
Center for Educational Studies and Development
Center for Information Technologies Education
Center for School Accountability
Piedmont Triad Horizons Education Consortium

All of these departments are engaged in graduate programs leading to master's, specialist's, and/or doctoral degrees. The Department of Curriculum and Instruction offers undergraduate degrees as well; its Bachelor of Science programs prepare students for Class "A" licensure in North Carolina. Undergraduate majors are available in Elementary and Middle Grades Education.

The School of Education also supports programs in teacher education conducted under the auspices of other schools (music; dance, health, physical education; home economics; business) and departments within the College of Arts and Sciences by responding to course requirements in the areas of social, philosophical, and psychological foundations, methodology, and curriculum and student teaching. Recent emphases in competency-based curricula and individualized programming contribute to new designs of teacher education programs.

All licensure programs for school personnel are approved by the North Carolina State Department of Public Instruction and accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education.

The School of Education continues to seek realization of its goals as a professional school to create and disseminate new knowledge in professional education, to engage in field services and apply research findings, to prepare practitioners, and to study the profession. A general discussion of Teacher Education may be found in Chapter 5, **Special Academic Programs.**

Departments of the School of Education are listed below with their respective faculties. Students seeking further information on graduate-level programs are referred to the **Graduate School Catalog.**

Department of Counseling and Educational Development

Curry Building

Nicholas A. Vacc, Professor and Chair of the Department

Professors Myers, Purkey; Visiting Distinguished Professor Patterson; Associate Professors Benshoff, Borders, Hinkle, Osborne; Assistant Professors Juhnke; Visiting Assistant Professor Fuller; Adjunct Professors Bleuer, Clawson, Knight, Morley, Sweeney, Thirsk, Walz

The Counselor Education program faculty adheres to the scientist problem-solver model of training. Consistent with this approach is the program's goals of graduating students who have knowledge of basic counseling, possess a high level of competency in providing professional services, and have the skills necessary to evaluate research that is relevant and that contributes to the profession. The major tenets underlying the programs include (a) exposure to a variety of theoretical orientations for counseling, (b) reliance on both the clinical-counseling and vocational-educational approaches in designing counseling and programmatic interventions, (c) a commitment to developing the student's skills as a researcher, and (d) a strong emphasis on the normal developmental issues of the individual as opposed to an approach based on pathology.

Especially important to the program faculty are the commitment to mental "health" (vs. pathology) and the value attached to understanding the common developmental themes throughout a person's life. Also, rather than receiving only one theoretical orientation in depth, students are exposed to a diverse base of knowledge and experience available from the faculty. This provides students with a number of different theoretical orientations from which they can formulate their own counseling style. An appealing feature of the program is the diversity of the faculty's theoretical orientations which translates into a variety or research opportunities available to creative students as well as different applied settings for gaining training experience.

Counseling and Development Major

There are three areas of specialization in counselor education for which the Master's, Combined Master's and Specialist, and Doctorate degrees are offered: Community Counseling, Student Development in Higher Education, and School Counseling. The Council for Accreditation of Counseling and Related Education Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA), has conferred accreditation to program areas in the Department of Counseling and Education Development at UNCG as follows: Community Counseling (MEd), Student Development in Higher Education (MEd), School Counseling (MEd), and Counseling and Counselor Education (PhD and EdD).

Counseling and Educational Development Courses (CED)

For Undergraduates

210 Career/Life Planning (3:3).
Introduction to career/life planning; knowledge of career development theories and decision-making theories; emphasis on collecting information related to the world of work and relating this information to the individual.

299A Experimental Course: Principles and Processes of Student Development in Higher Education (3:3).
An overview of various aspects of the college experience, including: campus culture; time management, study, career and life planning skills; multicultural and diversity issues; and personal development.

310 Helping Skills (3:3). Pr. advanced undergraduates in appropriate major.
Skills useful for facilitating helping relationships. Practical model for counseling and learning about helping by practicing the helping skills.

For Advanced Undergraduates and Graduate Students

506 Institutes in Education (1-3). Students may apply no more than 3 hours of this course to any degree program. • Grade: Satisfactory/Unsatisfactory, S/U.
Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

574 Topics in Counseling and Guidance (3:3).
Designed to study issues, problems, and new approaches in helping relationships. Emphasis placed on current topic(s) of interest.

For Graduate Students Only

602 Student Development in Higher Education (3:3).

603 The American College Student (3:3).

605 Counseling and Guidance of Diverse Populations (3:3).

610 Helping Relationships (3:3).

611 The Counselor as the Scientist Practitioner (3:3).

612 Counseling Over the Lifespan (3:3).

620 Counseling Theories and Practice (3:3).

640 Research Practicum in Counseling and Personnel Services (3:3).

641 Counseling and Guidance with Children (3:3).

642 Substance Abuse Counseling (3:3).

644 Counseling in Community Settings (3:3).

647b Consultation in Counselor Education: Theory and Process (3:3).

648 The Functions and Organization of Pupil Personnel Services (3:3).

650 Techniques of Group Counseling (3:3).

653 Practicum in Counseling (1:1).

656 Advanced Counseling Theory and Practice (3:3).

657 Internship in University Teaching in Counseling (3:3).

669 Career Development (3:3).

671 Understanding and Counseling Adolescents (3:3).

672 Counseling Older Persons (3:3).

673 Group Applications (3:3).

674 Career Counseling (3:3).

676a-f Organization and Administration of Student Development Services (3:3).

677 School Certification (3:3).

678 Professional Orientation (3:3).

680a,b Internship (3:3), (3:3).

682 Application of Measurement and Clinical Appraisal Techniques (3:3).

688 Contemporary Problems Seminar (1 to 3).

690 Counselors Working with Families (3:3).

691 Advanced Clinical Seminar in Couple and Family Counseling/Therapy (3:3)

692 Independent Study (1 to 4).

699 Thesis (3 to 6).

760 Seminar: Consultation in Human Service Settings (3:3).

775 Directed Doctoral Research (3:3).

777a,b Seminar in Counseling (3:3), (3:3).

780a,b,c Advanced Internship (3 to 9).

781a,b Counseling Internship Supervision (1 to 6).

799 Dissertation (12).

800 Graduate Registration (0).

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Curry Building

Gerald Ponder, Professor and Chair of Department

Professors Bright, Olson, Uprichard, Van Hoose; Associate Professors Irwin, S. Miller, Mitchell, Powers, Strahan, Vacc, Vallecorsa; Assistant Professors Baber, Cox, de Bettencourt, Levin, Matthews, Niemeyer; Adjunct Professors Adkins-Bowling, A.C. Miller, Woodruff; Professor Emeritus Bowles

Undergraduate majors in this department are prepared to receive North Carolina Class "A" licensure for teaching in public schools, grades K-6 and 6-9. The majors in this department include Elementary (K-6) and Middle Grades (6-9) Education.

Admission to the University does not guarantee admission to Teacher Education with a major in the Department of Curriculum and Instruction. In addition to admission to teacher education (See "Teacher Education" in Chapter 6), a student who seeks admission to the Elementary or Middle Grades Education major is expected to achieve:

1. A minimum grade point average (GPA) of 2.75;
2. A grade of C or better in CUI 250;
3. Completion of all courses needed to fulfill the "All University Liberal Education Requirements;" and
4. Demonstration of effective written communication skills.

Applications for admission to Elementary and Middle Grades Education are due in the office of Student Information and Advising by February 1 of each year for admission for the following academic year.

Eligibility to enter student teaching requires maintaining a grade point average of 2.75 or better after being admitted to the major, and achieving a grade of "C" or better in each professional course. After admission to the major, if a student fails to maintain a grade point average of 2.75, the student has one semester to improve his/her grade point average. If a student receives a "D" or "F" in a professional course, the student is eligible to retake the course at its next offering.

All students majoring in Elementary or Middle Grades Education are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement as well as the major or concentration. All students who entered the University as freshmen beginning in fall 1989 are subject to this requirement.

The School of Education's Department of Curriculum and Instruction reserves the right to refuse admission where additional enrollments would threaten the academic quality of classes or programs. The size of each junior class coming into Elementary or Middle Grades Education is determined by the availability of clinical faculty for student practicum and student teaching experiences. Therefore, it may not be possible to assure space for each student who meets the quantitative criteria for admission to the major as specified above. Interviews and/or other qualitative criteria will be implemented in such instances.

Elementary Education Major (Bachelor of Science)

Required: 127 semester hours

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below: **Semester Hours**

1. Analytical and Evaluative Studies (AE) 3
2. British or American Literature (BL) 3
3. Fine Arts (FA) 3
   Recommended: ART, DCE, or MUS 323
4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
6. Natural Science (NS) 6
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 6
   Required: ENG 101 or FMS 103 or RCO 101 **and** one other approved RD course
9. Social and Behavioral Sciences (SB) 6
10. World Literature (WL) 3
11. Electives (from any of the above areas or foreign language) 6

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements (39 semester hours)

CUI 250 (prerequisite for admission to the major)

1. CUI 346, 350, 370 (First Professional Semester)
2. CUI 320, 375, 380 (Second Professional Semester)
3. CUI 360, 400, 420 (Third Professional Semester)
4. CUI 461

Licensure Requirements

1. 6 semester hours of mathematics
2. BIO 111, GEO 103 or 311, and CHE 106 and 110 or PHY 305
3. One course in United States history
4. PSY 221
5. One literature course
6. ELC 381
7. HDF 302
8. ART 367; MUS 361; DCE 345 or BCT 396
9. HEA 341
10. ESS 341
11. Two writing intensive courses

Second Major/Concentration Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second major may be counted toward the all-university liberal education requirements. The following second majors have been approved for Elementary Education:

Anthropology	Art	Biology	Chemistry
Classical Studies	Dance	English	French
Geography	German	History	Mathematics
Music	Philosophy	Physics	Political Science
Psychology	Religious Studies	Sociology	Spanish
Speech	Special Prgms in Liberal Studies		

Middles Grades Education Major (Bachelor of Science)

Required: 126 semester hours

All-University Liberal Education Requirements (AULER) (45 semester hours)

Same as for Elementary Education Major. See pp. 69-71 for a detailed listing of AULER area requirements and courses meeting those requirements.

Major Requirements (39 semester hours)

CUI 250 (prerequisite for admission to the major)

1. CUI 202, 335, 350, 375, 400, 442, 462
2. Two methods courses to match concentrations (CUI 320, 360, 370, 380)

Licensure Requirements

1. 6 semester hours of mathematics
2. BIO 111, GEO 103 or 311, and CHE 106 and 110 or PHY 305
3. One course in United States history
4. PSY 221
5. One literature course
6. ELC 381
7. HEA 341
8. Two writing intensive courses

Second Major/Concentration Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second major may be counted toward the all-university liberal education requirements. The following second majors have been approved for Middle Grades Education:

Biology	Chemistry	Classical Studies	English
Geography	History	Mathematics	Physics
Political Science	Special Prgms in Liberal Studies		

Any student choosing a social science as a second major must take HIS 347: North Carolina History; an economics course; and a political science course.

Any student choosing a science as a second major must take a course from each of the other two sciences.

Additional Concentration (minimum 15 semester hours)

Students also must complete an additional concentration of 15 semester hours in one of four areas: Communication Skills, Mathematics, Science, or Social Studies. Specific courses will be approved by the student's advisor to fulfill North Carolina Licensure requirements.

Dual certification in elementary and middle grades education is available under advisement.

Curriculum and Instruction Courses (CUI)

For Undergraduates

202 Human Development II (3:3). • Required for Elementary and Middle Grades Education Majors.
Introduction to current knowledge about human growth and development from adolescence to old age and death. Designed to contribute to student's general education as well as to subsequent professional development.

240 Introduction to Exceptional Children: Early Years (2:2).
Provides an overview to early childhood special education. Issues related to legislation, identification, characteristics, family roles, and programmatic concerns will be addressed.

250 Teaching as a Profession (3:3).
A study of traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from teachers' perspectives; exploration of personal needs and goals in relation to teaching.

299A, B Seminar for NC Teaching Fellows: Introduction to Teaching (1). Pr. Must be a North Carolina Teaching Fellow. • Grade: Pass/Not Pass (P/NP).
This two semester course is designed to facilitate first-year Teaching Fellows' understanding of social, ethical, legal, cultural and personal issues associated with public school teaching.

320 Language Arts Education (3:3:3). Pr. admission to Elementary Education.
Curriculum and teaching strategies in the Language Arts with emphasis on the interrelatedness of all language processes: reading, writing, listening, and speaking.

335 Integrated Reading Instruction (3:3:3). Pr. admission to Middle Grades Education.
A study of reading and writing processes, ways to integrate reading and writing instruction in the content areas, ways to promote higher literacy among all of their students.

346 Children's Literature and Instructional Media (3:3:3). Pr. admission to Elementary Education. • May not be taken by students who have credit for LIS 346.
Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum. (Same as LIS 346)

350 Internship I: Inquiry in Teaching and Learning (2:2:10). Pr. admission to Elementary or Middle Grades Education.
Supervised in-school internship and seminar focused on children's ways of knowing.

360 Elementary and Middle Grades Social Studies Education (3:3:3). Pr. admission to Elementary or Middle Grades Education.
An examination of student competencies in K-8 social studies and teaching. Emphases include development of the social studies; curricular principles and components; and teaching strategies.

370 Science Education in the Elementary School (3:3:3). Pr. CHE 106, GEO 103, PHY 305, or equivalents.
Curriculum and teaching techniques in science for undergraduate prospective elementary school teachers (K-6) with emphasis on problem solving and critical thinking abilities.

375 Internship II: Inquiry in Teaching and Learning (2:2:10). Pr. 350.
Supervised in-school internship and seminar focused on individual differences and integration across the curriculum.

380 Mathematics Education (3:3:3). Pr. successful completion of two courses in mathematics (MAT 112 or higher). Acceptance into Elementary/Middle Grades Education.
Provides for the development of knowledge and skills necessary to prepare students to teach mathematics in elementary/middle school classrooms.

390 Issues in Secondary Education (1-4:1-3:3). Pr. admittance to teacher education.
Introduction to and examination of secondary school environment, curricula, and structure, emphasizing multicultural teaching, exceptional populations, and education technology. Includes internship in schools.

399A, B, C, D Seminar for NC Teaching Fellows: Becoming a Teacher (1). Pr. Sophomore/Junior NC Teaching Fellow. • Grade: Pass/Not Pass (P/NP).
This two semester course is designed to facilitate second and third year NC Teaching Fellows' understanding of social, ethical, legal, cultural, and personal issues associated with public school teaching.

400 Internship III: Inquiry in Teaching and Learning (2:2:10). Pr. 350 and 375.
Supervised in-school internship and seminar focused on the classroom as culture.

420 Reading Education (3:3:3). Pr. admission to Elementary Education.
Curriculum and teaching strategies with emphasis on reading/writing connections, corrective reading, and differentiated instruction.

425 Infant and Toddler Programs: Foundations and Methods (4:3:3). Pr. 211, 302, CUI 240.
Theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs. Laboratory experience required. (Same as HDF 425.)

430 Psychological Foundations of Education (4:3:2).
Designed to develop an understanding of classroom learning and instruction and the role of the teacher in the elementary classroom. Required field experience in school settings provides students with opportunity to observe classroom practice and to develop their own professional skills. Emphasizes organization and management of classroom, provision for individual differences, and evaluation of instruction. Provides introduction to working with exceptional children in regular classroom.

435 Preschool Curriculum (4:3:3). Pr. 211, 302, CUI 240.
Provides information on principles and components of preschool curricula, and strategies of learning for preschool children. Emphasis includes preschool children with and without disabilities. Laboratory experience is required. (Same as HDF 435.)

441 Managing Preschool Children's Environments (3:3). Pr. 211, 302, CUI 240.
Principles and methods of working with typical and atypical preschool children. Emphasis on identifying and evaluating strategies for enhancing children's development with a program setting. (Same as HDF 441.)

442 Teaching and Learning in the Middle Grades (3:3:3). Pr. completion of 250.
Students will explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate issues identified in internship experiences.

450 Psychological Foundations of Education (3:3).
Designed to develop and demonstrate application of knowledge and understanding of the processes and methods of learning and teaching in respective school settings. Includes study of learner's growth and maturation, individual differences, and application of psychology to task of the teacher in evaluating pupil progress. Classroom observation and simulated experiences emphasized. Appropriate emphasis on adolescent.

451 Teaching Practices and Curriculum in English (3:3:2). Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor. • Required of student teachers in English.
Designed to acquaint prospective teachers with modern concepts and practices of English instruction in secondary schools; emphasis on teaching four fundamental language arts: speaking, writing, reading, and listening.

452 Teaching Practices and Curriculum in Foreign Languages (3:3:2). Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor.
Designed to acquaint second language teachers with modern methods and techniques of instruction in secondary schools. Emphasis on proficiency in listening, speaking, reading and writing and on teaching materials.

453 Teaching Practices and Curriculum in Social Studies (3:3:2). Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor. • Required of student teachers in social studies.
Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation.

457 Teaching Practices and Curriculum in Mathematics (3:3:2). Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor. • Required of student teachers in mathematics.
Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic.

459 Teaching Practices and Curriculum in Science (3:3:2). Pr. 390, 450 and admission to teacher education. Co-requisite or prerequisite: 470, or permission of instructor. • Required of student teachers in science.
Development of philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis on recent curriculum studies in biology, chemistry, physics, and earth-science and the changing approaches to teaching these subjects.

461 Student Teaching and Seminar: Elementary Grades (12). Pr. department chair approval. • Grade: Pass/Not Pass (P/NP).
Supervised student teaching in an elementary setting (grades K-6) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. Conferences and seminars required.

462 Student Teaching and Seminar: Middle Grades (12). Pr. department chair approval. • Grade: Pass/Not Pass (P/NP).
Supervised student teaching in a middle grades setting (grades 6-9) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester.

465 Student Teaching and Seminar: Secondary School (12). Pr. admission to Student Teaching.
Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar.

470 Reading Education for Secondary and Special Subject Teachers (2:2). Pr. admission to teacher education or consent of instructor.
Designed to prepare secondary and special subject teachers to deal with students who exhibit a variety of reading abilities. Emphasis placed upon understanding scope of public school reading endeavors as well as teaching practices that can be generalized to a variety of instructional settings. Work with materials for student's major area required.

491 Independent Study (1 to 4). Pr. approval of instructor.
Guided readings, research, or individual project work under direction of a staff member.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

499A Seminar for NC Teaching Fellows: Transition into Teaching (1). Pr. Senior NC Teaching Fellow. • Grade: Pass/Not Pass (P/NP).
This two semester course is designed to facilitate fourth-year NC Teaching Fellows' understanding of social, ethical, legal, cultural, and personal issues associated with public school teaching.

For Advanced Undergraduates and Graduate Students

506 Institutes in Education (1 to 3). Students may apply no more than three (3) hours of this course to any degree program. • Grade: Satisfactory/Unsatisfactory, S/U.
Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

516 Emergent Literacy and Mathematical Understanding (4:4). Pr. permission of instructor.
Exploration of emergent literacy development in language arts and mathematics in a preschool setting, particularly language and cognitive development theories and research as applied to home and classroom practices.

517 Reading in the Elementary School (3:3). Pr. 420 or equivalent or permission of instructor.
Designed to give teachers study in depth of the reading process as a functional aspect of curriculum. Newer media techniques and practices examined and evaluated. Student required to do independent study of one area of the reading program as related to the specific teaching situation.

518 Mathematics in the Elementary School (3:3).
Current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching fundamental operations.

519 Science in the Elementary and Middle Schools (3:3).
Emphasis on helping teachers to assist children in developing experiences for working in the field of science. Consideration given to an understanding of nature of field of elementary school science, develop-

ing criteria for selecting appropriate materials, and role of children's interests in designing learning experiences.

520 Social Studies in the Elementary School (3:3). Designed to help educators gain more complete understanding of elementary school social studies. Special emphasis given to evaluation of the field beginning with the separate subjects approach, to correlation, to broad fields, to integration, and separate disciplines approach. Emphasis also given to identification of key skills that help children function intelligently in this field. Development of democratic citizens also a major consideration.

521 Curriculum and Teaching of the Language Arts in the Elementary School (3:3). Study of the language arts curriculum. Some consideration given to the implementation of research for classroom instruction. Attention to recent developments in the use of media, instructional techniques, and materials for instruction.

527 Teaching Second Languages: Elementary/Middle Schools (3:3). Pr. 390 and admission to teacher education program or permission of instructor. Study of second language teaching approaches applicable to the elementary/middle school pupil. Materials development and evaluation. Organizing effective second language programs in the elementary and middle schools.

540 Introduction to Exceptional Individuals (3:3). Pr. PSY 221 and 426 or equivalent and consent of instructor. • May not be taken by students who have credit for PSY 502. Introductory course designed to survey the field of exceptional children. Major attention focused on characteristics of the exceptional child.

543 Teaching Exceptional Children in Mainstream Classrooms (3:3). Pr. ELC 381, or permission of instructor. Intended for educators teaching exceptional children in regular class settings and for others concerned with mainstreaming efforts. Examines educational needs and appropriate instructional accommodations for such children.

555 Multicultural Education (3:3). Pr. admission to Teacher Education; CUI 202. Philosophical and sociocultural perspectives on pluralism and diversity. Emphases include interdependent individual, cultural, and institutional behaviors related to race, religion, class, cultural/ethnic heritage, and gender.

589A, B Experimental Course: Nature of Science and Mathematics (3:2:3, 3:2:3). An interdisciplinary year-long course designed for middle-grades education majors. Course will focus on themes that run through all sciences; mathematical concepts will be introduced as they relate to the sciences. Will include hands-on activities and laboratory/field experiences. (589A - FA; 589B - SP)

For Graduate Students Only

601 Procedures in Education of Preschool Handicapped (3:3).

605 Developmental Psycholinguistics (3:3).

607 Adult Learning and College Teaching (3:3).

608 Seminar in Early Childhood Education (3:3).

610 Integrating Technology Into Subject Matter Instruction (3:3:3)

617a Diagnosis and Correction of Reading Problems (3).

617b Advanced Strategies in Diagnosis and Correction of Reading Problems (3).

619 Research and Programs in Reading Education (3:3).

620 Theories of Reading and Writing Processes (3:3).

621 Diagnosing Learning Difficulties in Elementary and Junior High School (3:3).

622 Diagnostic Teaching (3:3).

623 Teaching Middle/Junior High School Science (3:3).

624 Elementary School Curriculum and Instruction (3:3).

626 Middle Grades Curriculum and Instruction (3:3).

628 Seminar in Elementary Education (3:3).

630 Trends in Teaching Practices and Curriculum in Secondary School Mathematics (3:3).

631 Trends in Teaching Practices and Curriculum in Secondary School Social Studies (3:3).

632 Trends in Teaching Practices and Curriculum in Secondary School Science (3:3).

633 Trends in Teaching Practices and Curriculum in Secondary School Foreign Languages (3:3).

634 Seminar in Middle Grades Education (3:3).

635 Reading in the Secondary School (3:3).

637 Trends in Teaching Practices and Curriculum in Secondary School English (3:3).

638a,b Seminar in Secondary Education (3:3), (3:3).
639 Global Education in the Curriculum (3:3).
640 Writing Instruction in the Elementary and Middle Grades (3:3).
641 Assessment in Special Education (4:3:3).
642A Instructional Methods: LD, MR, BEH (3:3).
642B Instructional Methods: Preschool Disabled (3:3).
643 Issues in Teaching Exceptional Children (3:3).
644 Supervised Practicum in Curriculum and Teaching (3 to 6).
645 Advanced Seminar in Exceptional Individuals (3:3).
647 Introduction to Consultation in Education (3:3).
648 Secondary Programming for Learning Disabled Adolescents (3:3).
649C Practicum in Special Education: Cross-Categorical (3:3).
649D Practicum in Special Education: Cross-Categorical (3 to 6).
650 The Interaction of Classroom Management and Instruction (3:3).
652 Instructional Methods: LD, MR, BEH (3:3).
654 Teaching Models and the Analysis of Instruction (3:3).
655 Supervision of Instruction (3).
664 Teaching Problem Solving (3:3).
665 Diagnosis and Corrective Teaching in Mathematics (3:3).
667 Technology in Mathematics Education (3:3).
668 Seminar in Mathematics Pedagogy (3:3).
669 Educational Implications of Learning and Developmental Theory (3:3).
670 Research in Mathematics Education (3:3).
680 Clinical Experience in Teaching (9).
685 Supervision: Theory and Concepts (3:3).
688 Contemporary Problems Seminar (1 to 3).
692 Independent Study (1 to 4).
698 Human Development (3:3).
699 Thesis (3 to 6).
710 Human Development and Education (3:3).
726 Seminar in Curriculum Development in Middle Grades Education (3:3).
747 Seminar in Special Education (3:3).
748 Seminar in Student Cognition and Motivation (3:3).
749a Internship: Provision of Special Education Services (3:3).
749b Internship: Supervision of Special Education Services (3:3).
750 Seminar: Issues in Curriculum and Instruction (3:3).
754 Internship in Curriculum and Instructional Leadership (3:0:10)
759 College Teaching Practicum (3:3).
775 Directed Doctoral Research (3:3).
785 Research on Teaching and Teacher Education (3:3).
799 Dissertation (12).
800 Graduate Registration (0).

Department of Educational Leadership and Cultural Foundations

Curry Building

Svi Shapiro, Professor and Chair of the Department

Professors Brubaker, Goldman, Forbes, Purpel; Associate Professors Casey, Johnson; Assistant Professors Mengert, Pillow, Smith; Adjunct Professor Stinson; Adjunct Associate Professors Ford, Lancaster, Moore, Reichard; Adjunct Assistant Professors Avery, Coble, Jones, Maddox-Britt; Visiting Assistant Professor Teague; Lecturer Kaiser

A major component of this department is an undergraduate course, ELC 381, "The Institution of Education," which is required of all students who are planning to seek teacher certification.

Educational Administration/Leadership Majors

Degrees offered—Master of Education in HIgher Education; Master of School Administration; Specialist in Education, EdS; Doctor of Education, EdD.

Curriculum and Teaching Major

Cultural Foundations (PhD)

Educational Leadership and Cultural Foundations Courses (ELC)

For Undergraduates

375 Philosophy of Education (3:3).
Philosophical questions related to education, such as what is education, how are the aims of education to be decided, and what is knowledge, pursued in conjunction with classic historic readings in the philosophies of education and knowledge as well as selected contemporary reading.

381 The Institution of Education (3:3). • Required of students seeking teacher certification.
Historical background, purposes, and concepts basic to public education; school as an expression of social and economic life, as a modifying influence on life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to teachers of the dominant American philosophy of education.

For Advanced Undergraduates and Graduate Students

506 Institutes in Education (1-3). Students may apply no more than 3 hours of this course to any degree program. • Grade: Satisfactory/Unsatisfactory, S/U.
Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

510 Survey of Adult Education (3:3).
Survey of concepts and history of the professional field of adult education and affiliated fields. Examination of role of influencer or teacher of adults within today's context of accelerating cultural change.

581 Teaching in the Urban School (3:3). Pr. admission to teacher education or permission of instructor.
This course is designed to provide an opportunity for educators to examine research and literature related to the problems of teaching in the urban school.

For Graduate Students Only

600 The Community College (3:3).
601 Higher Education in the United States (3:3).
602 Curriculum in Higher Education (3:3).
604 Moral Dimensions of Education (3:3).
606 Administration of Higher Education (3:3).
609 Epistemology and Education (3:3).
615 Curriculum Planning (3:3).
616 Current Issues in Higher Education (3:3).
621 Academic Advising and Retention in Higher Education (3:3)
623 Enrollment Mangement (3:3).
641 Designing Educational Programs (3:3).
658 Planning of Educational Facilities (3:3).
659 Educational Finance (3:3).
660 The School Principalship (3:3).
661 Ethics and Education (3:3).
662 Power, Politics and Schools (3:3).
663 Educational Administration in Historical Perspective (3:3).
664 Foundations of Interpretive Inquiry (3).
679 History of Education in the United States (3:3).
683 School Public Relations (3:3).
686 Curriculum Theory (3:3).
687 Public School Law (3:3).
688 Contemporary Problems Seminar (1 to 3).
689 Seminar in Leadership Development (6).
690 Supervised Practicum in School Administration (3).
691 Priniciples of Administration (3:3).
692 Independent Study (1 to 4).
694 Organization and Governance of Public Education (3:3).
695 Comparative Education (3:3).
696 Philosophies in Education (3:3).
697 Selected Critical Issues in American Education (3:3).
699 Thesis (3 to 6).
721 Social and Cultural Change and Education (3:3).
749 Doctoral Dissertation Seminar (1 to 3).
750 Advanced Seminar in School Law Research (3:3).
751 Concepts and Cases in Educational Administration (3:3).
752 Theories in Educational Administration (3:3).
775 Directed Doctoral Research (3:3).
790 Internship in Educational Leadership (3 to 18).
799 Dissertation (12).
800 Graduate Registration (0).

DEPARTMENT OF EDUCATIONAL RESEARCH METHODOLOGY

Curry Building

John Christian Busch, Associate Professor and Chair of the Department

Professors Bond, Hattie, Jaeger; Associate Professor O'Sullivan; Adjunct Assistant Professor McColskey

EDUCATIONAL RESEARCH, MEASUREMENT AND METHODOLOGY MAJOR

Degrees offered—Master of Education, MEd; Doctor of Philosophy, PhD

EDUCATIONAL RESEARCH METHODOLOGY COURSES (ERM)

For Graduate Students Only

604 Methods of Educational Research (3:3).

605 Educational Measurement and Evaluation (3:3).

617 Statistical Methods in Education (3:3).

618 Intermediate Statistical Methods in Education (3:3).

642 Evaluation of Educational Programs (3:3).

667 Foundations of Educational Measurement Theory (3:3).

668 Survey Research Methods in Education (3:3).

681 Design and Analysis of Educational Experiments (3:3).

688 Contemporary Problems Seminar (1 to 3).

692 Independent Study (1 to 4).

693 Seminar in Advanced Research Methods (3:3).

699 Thesis (3 to 6).

726 Advanced Topics in Educational Measurement (3:3).

727 Item Response Theory (3:3).

728 Factor Analysis and Multidimensional Scaling (3:3).

730 Practicum in Educational Research and Evaluation (3).

731 Structural Equation Modeling in Education (3:3).

742 Advanced Topics in the Evaluation of Educational Programs (3:3).

749 Doctoral Dissertation Seminar (1 to 3).

750 Case Study Methods in Educational Research (3:3).

775 Directed Doctoral Research (1 to 6).

799 Dissertation (12).

800 Graduate Registration (0).

Department of Library and Information Studies

Curry Building

Marilyn L. Miller, Professor, and Chair of Department

Professor Wright; Associate Professors Kovacs, Shontz; Assistant Professors Carmichael, Locke, Smith

This program is accredited by the American Library Association and leads to the Master of Library and Information Studies degree and appropriate state-level certification for school media personnel and public librarians.

Courses at the 500 level are offered for advanced undergraduates.

Library and Information Studies Major

Degree offered—Master of Library and Information Studies, MLIS

Library and Information Studies Courses (LIS)

For Undergraduates

346 Children's Literature and Instructional Media (3:3:3). Pr. CUI 250 or consent of instructor. • May not be taken by students who have credit for CUI 346.
Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum. (Same as CUI 346)

For Advanced Undergraduates and Graduate Students

505 Introduction to Archival Management (3:3). Pr. consent of instructor.
Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. (Same as HIS 505.)

506 Institutes in Librarianship and Educational Technology (1 to 3). • Only one 506 institute may be credited toward the MLIS degree.
Special institutes to study issues, problems, and new approaches to librarianship and educational technology.

554 Materials for Adolescents (3:3).
Survey of resources and services appropriate for adolescents, study of selection aids and criteria, use of resources, and investigation of reading, listening, viewing interests.

556 Materials for Children (3:3).
Survey of resources for early childhood through elementary school levels, study of selection aids and criteria, use of materials and investigation of reading, listening, viewing interests.

557 Information Sources and Services (3:3).
Selection, evaluation, and use of basic information sources; emphasizing search strategies, question negotiation, and current problems in the provision of information service.

582 Educational Applications of BASIC (2:2:1).
An introduction to writing instructional programs in BASIC. Includes use of QBASIC or FUTURE BASIC programming languages and the evaluation of instructional programs written in BASIC.

591 School Administrative Applications of Microcomputers (1:1:1).
Introduction to school administrative applications of microcomputers

For Graduate Students Only

600 Foundations of Library and Information Studies (3:3).

601 Practicum (1 to 6).

608 Independent Study (1 to 4).

610 Social Sciences Information Sources (3:3).

611 Humanities Information Sources (3:3).

612 Science and Technology Information Sources (3:3).

613 Business Information Sources and Services (3:3).

614 Public Documents Information Sources (3:3).

615 Collection Management (3:3).

616 Media Production Services for Library Programs (3:3).

640 Organizing Library Collections (3:3).

645 Computer-related Technologies for Library Management (3:3:2).

646 Indexing and Abstracting (3:3).

647 Emerging Technological Trends in Information Access (3:3).

650 Library Administration and Management (3:3).

651 Seminar in Advanced Information Sources and Services (3:3).

652 Library Administration and Management Seminar (3:3).

653 The School Library (3:3).

654 School Library Media Specialist and the Curriculum (3:3).

655 The Public Library (3:3).

656 The Academic Library (3:3).

657 The Special Library (3:3).

658 Library Services to Diverse Client Groups (3:3).

659 Problems in Library and Information Studies (3:3).

660 Supervision: School System Library Media Programs (3:3).

665 Library Services for Young People (3:3).

672 Instructional Design (3:3).

680 Internship in School Library Media Supervision (3-6).

688 Seminar in Selected Topics (1 to 4)

800 Graduate Registration (0).

School of Health and Human Performance

401 Health and Human Performance Building

Robert W. Christina, Professor and Dean of School

Diane L. Gill, Professor and Associate Dean

In the School of Health and Human Performance academic programs are offered through the Department of Dance, the Department of Exercise and Sport Science, the Department of Leisure Studies, and the Department of Public Health Education. Each department offers varied courses for all University students and programs of study leading to undergraduate majors and minors in their respective areas. Graduate degrees in Dance, Health Education, Leisure Studies, and Exercise and Sport Science are also offered. The School's programs are designed to meet specialized interests of students and also the requirements of state and national accrediting agencies and professional associations.

In the **Department of Dance,** the Bachelor of Fine Arts degree is offered with a major in Dance as a creative and performing art. The Bachelor of Science degree, with a major in Dance Education, is designed to lead to North Carolina licensure for teaching in public schools. A Bachelor of Arts degree in Dance is pending. A Dance minor and master's degree studies are also available.

The **Department of Exercise and Sport Science** offers majors in Exercise and Sport Science leading to the Bachelor of Science degree. One of two concentrations may be selected: Teacher Education or Exercise Science and Sport Studies. The Teacher Education concentration prepares students for teaching in grades K-12. The Exercise Science and Sport Studies Concentration prepares students for careers in preventive and rehabilitative exercise and fitness. This concentration may be tailored to meet the needs and interests of students planning graduate study in medicine, occupational therapy, or physical therapy. Graduate studies leading to the master's degree and the doctoral degree are offered.

In the **Department of Leisure Studies,** a major student may choose one of three areas of concentration, Leisure Services Management, Therapeutic Recreation, or Travel, Tourism, and Commercial Recreation. These concentrations lead to the Bachelor of Science degree. A Leisure Studies minor and graduate studies leading to the master's degree are also available. The undergraduate program is fully accredited by the NRPA/AALR Council on Accreditation.

The Department of Public Health Education offers the Health Education major, leading to the Bachelor of Science degree, with concentrations in Community Health Education and School Health Education. The latter leads to K-12 teacher licensure. A Health Studies minor is available as well as graduate studies leading to the master's degree.

Further details about specific major programs can be found in the individual Department listings on the following pages. Graduate programs are described in the University's **Graduate School Catalog.**

DEPARTMENT OF DANCE

323 Health and Human Performance Building

Sue Stinson, Professor and Head of Department

Professors Cheney and Gamble; Associate Professor Van Dyke; Assistant Professors Green, McCullough; Lecturers Fore, Vulpi

DANCE MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours

The Dance major (BA) is designed to provide students with a general education in dance. Majors in Dance (BA) are required to complete the following program. All Dance majors must maintain a "C" or better in all dance courses.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for the Bachelor of Arts Dance Major are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
	Required: any FA course other than Dance	
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 or FMS 101 or RCO 101, and one other RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

A.	Required Dance courses:	
1.	DCE 100	3
2.	DCE 201 and 202	6
3.	Theory and practice of dance	9
	From: DCE 112, 114, 211, 212, 213, 214, 215, 216, 311, 312, 313, 314, 316, 411, 412, 413, 414, 424	
4.	DCE 217 (twice)	2
5.	DCE 251	2
6.	DCE 340	3
7.	DCE 255 and 355	2
B.	Electives in Dance:	9
	Advisor-approved Dance courses at the 300-500 level	
	Total semester hours in Dance	36
Free Electives		41

DANCE MAJOR (BACHELOR OF FINE ARTS)

Required: 128 semester hours

The Dance major (BFA) is planned to provide experiences in dance as an art form with emphasis on creative and performance activities. Coursework in modern dance, ballet technique, choreography, and performance are central in the curriculum, providing a basis for graduate study and for careers related to dance. Admission to the program is by application only. Acceptance and continuance are contingent upon approval by the faculty.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements **for the Bachelor of Fine Arts Dance Major** are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
	Required: any FA course other than DCE	
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 or FMS 101 or RCO 101, and one other RD course	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives (EL)	6
	Required: DCE 201 and 202	

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

71 semester hours in dance (in addition to DCE 201, 202):

1. Twenty-four semester hours of dance technique and theory in modern dance (16 s.h.) and ballet (6 s.h.) and jazz or ethnic (2 s.h.) selected from: DCE 112, 114, 211, 212, 213, 214, 215, 216, 311, 312, 313, 314, 316, 411, 412, 413, 414, 424.
2. Grade of B or higher in DCE 251, 311, 312, 351, 411, 412 and 424.
3. Grade of C or higher in all courses with the DCE prefix.
4. DCE 100, 217 (twice), 251, 340, 341, 351, 450, 470, 551, 345 and 346 or 446.
5. Eight semester hours in dance performance selected from DCE 250 and DCE 343; at least 4 hours must be in DCE 343..
6. Four semester hours in dance production, DCE 255 twice and DCE 355 twice.
7. Electives with DCE prefix sufficient to complete 71 semester hours in dance.

Electives

Electives sufficient to complete 128 total semester hours required for degree.

DANCE EDUCATION MAJOR (BACHELOR OF SCIENCE)

Required: 128 semester hours

The Dance Education major (BS) is planned to develop an understanding of dance as an art form and as creative arts education. In addition to core courses in dance technique, choreography,

performance, history, and scientific foundations, dance education students also study the teaching/learning process in dance. Extensive observation, participation, and laboratory experiences with a variety of age groups are included. The Dance Education major is designed to lead to North Carolina licensure for teaching in public schools.

Dance Education majors are required to complete the following program:

I.	AULER Requirements	45 hours
II.	Major Requirements	64 hours
III.	Teacher Licensure Requirements	11 hours
IV.	Free Electives	8 hours
	Total Semester Hours	**128 hours**

Specific course requirements for the B.S. degree with a major in Dance Education are detailed in the following sections.

I. All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements **for the Bachelor of Science Dance Education Major** are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA) Required: any FA course other than DCE	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 101 or RCO 101, and one other RD course	6
9.	Social and Behavioral Sciences (SB) Required: PSY 221, and one other SB course	6
10.	World Literature (WL)	3
11.	AULER Electives (EL) Required: DCE 201 and 202	6
	Total AULER Requirements	**45**

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

II. Major Requirements (62 semester hours)

1.	Grade of B or higher in DCE 311, 312, 411, 412, or 424	
2.	Grade of C or higher in all courses with DCE prefix	
3.	Dance Technique and Theory, as follows:	20
	Modern Dance: select from 112, 211, 212, 311, 312, 411, 412, 424, 524	11
	Ballet: select from 114, 213, 214, 313, 314, 413, 414	5
	Modern Jazz: select from 216, 316	1
	Ethnic: three different forms of 215	3
4.	Improvision and Choreography: DCE 217 twice, plus 251 and 351	6
5.	Dance Performance: select from DCE 250 or 343	1
6.	Dance Production: DCE 255 twice and DCE 355 twice	4

7.	Other Dance: DCE 100, 340 and 341, plus DCE elective(s)	11
8.	Dance Education: DCE 345, 346, 446, 447, 461-462, and 463	22
	Total Major Requirements	**64**

III. **Teacher Licensure Requirements (11 semester hours)**

Completion of University Teacher Education requirements (see pages 342-343).

NOTE: • The licensure requirement for PSY 221, General Psychology, is met under the AULER requirements.

1.	ELC 381, The Institution of Education	3
2.	CUI 450, Psychological Foundations of Education	3
3.	CUI 470, Reading Education	2
4.	HEA 201 or 310 or 338, or FNS 213	3
	Total Licensure Requirements	**11**

IV. **Free Electives (8 semester hours)**

Total Hours Required for Degree: 128

DANCE MINOR

A Dance minor is available for students not wishing to specialize but who have an interest in dance and want a concentration of study in the area to complement an affiliated program of study. Students wishing the minor program must register with the head of the Dance Department. Coursework is individualized, with selections to be made in each of the following areas:

Technique: Ballet: select from DCE 113, 114, 213, 214, 313, 314, 413, 414; Modern: select from DCE 111, 112, 211, 212, 311, 312, 411, 412, 424; Jazz: select from DCE 116, 216, 316; Ethnic: DCE 215, 315

Creative Work: Improvisation, Choreography, Repertory, Performance, Creative Synthesis: select from DCE 100, 217, 250, 251, 343

Historical/Cultural Aspects: Dance Appreciation, Dance History: select from DCE 200, 201, 202

Electives: select from DCE 255, 340, 342, 345, 350, 355, 446

The minor includes a minimum of 18 hours, with no more than 9 in any one of the above areas. Additional coursework may be chosen from remaining dance electives in related areas to total 18 hours.

Students seeking endorsement in dance from the State Department of Public Instruction will have additional course requirements and must consult the Department of Dance.

CONCENTRATION IN DANCE

A 24-hour cohesive course of study for students majoring in education who need a second major or concentration in a basic academic discipline.

Six hours must be chosen from each of the following four areas:

1. Historical/Cultural Content, to be selected from: DCE 200, 201, 202, 323, 522, 523
2. Dance Technique, to be selected from: DCE 111, 112, 113, 114, 116, 211, 212, 213, 214, 215, 216, 311, 312, 313, 314, 315, 316, 411, 412, 424, with at least 3 hours taken above the 100 level
3. Creative Study and Performance, to be selected from: DCE 100, 217, 250, 251, 343, 351
4. Special Areas Dance Electives, to be selected from any DCE course above the 100 level. Suggested: DCE 255, 340, 342, 345, 355, 446, or additional courses from areas listed above

For further information on program details, contact the Dance Department (334-5570).

DANCE COURSES (DCE)

For Undergraduates

100 Introduction to Dance (3:3).
Orientation to the art of dance and the principles governing it. Presentation of materials and experiences related to a realistic concept of the roles of dance in society. *[FA, CFA].*

111 Modern Dance (1:0:3). Pr. placement by audition. • May be repeated for credit.
Introduction to the movement techniques of modern dance.

112 Modern Dance (1:0:3). • May be repeated for credit.
Continuation of 111.

113 Ballet (1:0:3). Pr. placement by audition. • May be repeated for credit.
Introduction to the study of classical ballet techniques.

114 Ballet (1:0:3). • May be repeated for credit.
Continuation of 113.

116 Beginning Jazz Dance (1:0:3). • May be repeated once for credit.
Introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression.

200 Dance Appreciation (3:3). Pr. non-dance majors only.
Dance as an art form: historical and aesthetic perspectives, basic dance elements, and the relationship to other arts. Lectures, films, demonstrations, and practical dance experience. *[FA, CFA].*

201 History of Dance I (Primitive Period - 1300 A.D.) (3:3).
Study of the history and philosophy of dance in selected geographical locations from the period of Primitive Man (50,000 B.C.-3400 B.C.) through the Period of the Crusaders (1100-1300). (FA) *[FA, CFA].*

202 History of Dance II (1450 to Contemporary History) (3:3).
Study of the history and philosophy of dance in selected geographical locations from the Period of the Renaissance (1450 to 1600) through the Contemporary Period of history. (SP) *[FA, CFA].*

211 Modern Dance (1:0:3). Pr. two semesters of modern dance. • May be repeated for credit.
Technique course designed to increase skill in modern dance. (FA)

212 Modern Dance (1:0:3). • May be repeated for credit.
Continuation of 211. (SP)

213 Ballet (1:0:3). Pr. two semesters of ballet. • May be repeated for credit.
Technique course designed to increase skill in classical ballet. (FA)

214 Ballet (1:0:3). • May be repeated for credit.
Continuation of 213. (SP)

215 Ethnic Dance/Character Dance (1:0:3). Pr. two semesters of dance technique or consent of instructor. • May be repeated for credit.
Folk, ethnic and social dances from Europe, Asia and the Pacific, Africa, and the Americas as they relate to concert dance.

216 Intermediate Jazz Dance (1:0:3). Pr. 116 or permission of instructor. • May be repeated once for credit.
Continuation of 116.

217 Exploration and Improvisation in Dance (1:0:3). • May be repeated for credit.
Guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction, and choreographic skills.

250 Dance Performance Practicum (1:0:3). Pr. open by audition or invitation. • May be repeated for credit. • Grade: Pass/Not Pass (P/NP)
Rehearsal and performance of choreography created by faculty, students, and/or guest artists.

251 Choreography I: Craft (2:1:2). Pr. 217.
Study of the elements of time, space, and design as they are artistically significant in dance.

255 Dance Production Practicum I (1:0:3). • May be repeated for credit.
Experience in introductory level backstage work for dance performances.

311 Modern Dance (1:0:3). Pr. 211 and 212 or equivalent. • May be repeated for credit.
Continuing course designed to increase skill in technique and use of related theatrical elements. (FA)

312 Modern Dance (1:0:3). • May be repeated for credit.
Continuation of 311. (SP)

313 Ballet (1:3). Pr. 213 and 214 or equivalent. • May be repeated for credit.
Continuing course designed to increase skill in classical ballet techniques. (FA)

314 Ballet (1:3). • May be repeated for credit.
Continuation of 313. (SP)

315 Intermediate African Dance (1:0:3). Grade of B or better in 2 semesters of 215B or permission of instructor.
Advanced study of complex rhythms of African dance. The class will connect traditional songs, dances and music with the culture and use those elements in choreography.

316 Advanced Jazz Dance (1:0:3). Pr. 216 or permission of instructor. • May be repeated once for credit.
Continuation of 216 for further development of skill, style, and understanding of the jazz form of dance.

323 The Arts as Human Experience (3:3).
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, COM 323, MUS 323.) *[FA, CFA].*

340 The Body and Motion in Dance (3:2:2).
Study of the body and movement as relevant to dance and applied to dance technique. Care of the dance instrument through overview of nutrition, prevention and care of injuries. Taught with a movement lab.

341 Accompaniment for Dance (2:1:2). Pr. 251, MUS 207, or basic music background.
Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings.

343 Dance Repertory (1:0:3). Pr. varies by section. • May be repeated for credit.
Creation and performance of a new or reconstructed work by faculty or guest artist.

345 Dance Education in Elementary Schools (2:4 for 10 1/2 weeks).
Observation/participation of dance education with elementary schools, as well as some special education students of varying ages, with reflection on the nature of dance and its educational significance.

346 Dance Education for Middle and High School (1:4 for 5 1/2 weeks). Pr. 345.
Observation/participation of dance education in high school and with special populations, as the basis for examining the nature of dance, its personal/social significance, and the teaching/learning process. (FA)

349 Movement for the Stage (2:1:2). Pr. 103 or 203 or equivalent and COM 251, or consent of instructor.
Examination and application of theories of movement and metakinetic process. Emphasis on development of movement roles within various styles of theatre.

350 Dance Production (3:2:2). Pr. 255.
Theoretical and practical experiences offered to foster the acquisition of sufficient skills, knowledges, and sensitivities in order to project the choreographer's intent through visual and auditory techniques in a dance production. (SP)

351 Choreography II: Process (2:1:2). Pr. 251.
Study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student.

355 Dance Production Practicum II (1:0:3). Pr. 1 credit of 255. • May be repeated for credit.
Experience in advanced level stage practices for dance performances.

411 Modern Dance (1:3). Pr. 311 and 312 or permission of instructor. • May be repeated for credit.
Advanced work in the skills and techniques of modern dance. (FA)

412 Modern Dance (1:3). Pr. permission of instructor. • May be repeated for credit.
Continuation of 411. (SP)

413 Ballet (1:3). Pr. 313 and 314 or permission of instructor. • May be repeated for credit.
Advanced work in the skills and techniques of classical ballet. (FA)

414 Ballet (1:3). • May be repeated for credit.
Continuation of 413. (SP)

424 Contemporary Dance: Theory and Technique (3:1:6). Pr. advanced ability in dance technique. • May be repeated for credit.
Theory and practice of advanced modern dance technique and its relationship to the artistic and professional field.

446 Perspectives on Dance Education (3:3). Pr. 345.
Theoretical foundations in dance education and their implications for curriculum and teaching. (SP)

447 Field Experience in Dance Education (4:2:7). • For dance majors only. Pr. admission to Teacher Education in dance or permission of the instructor.
Development of teaching skills in dance in public school settings. (FA)

452 Dance Touring Practicum (6:0:18). Pr. enrollment by audition only.
Practical experience in performing as a member of a touring dance company giving concerts in a variety of locations including public schools.

455 Career Management for the Dance Artist (2:3). Pr. dance major or permission of instructor. • May not be taken for credit by students who have taken DCE 450.
Overview of the professional dance world. Coursework involves viewing videos of today's touring companies and learning basic skills in auditioning, applying for jobs, grant writing, and organizing promotional materials. (Formerly DCE 450)

461, 462 Student Teaching in Dance Education (4), (5). Pr. admission by application only. Acceptance contingent upon approval of Dean. • Grade: Pass/Not Pass (P/NP).
Supervised student teaching experience in dance education. Full-time teaching in a school setting.

463 Seminar in Dance Education (3:3). Pr. all dance education major requirements.
Summary and evaluation of student teaching experience, designed to serve as a guide in coordination of interpretations, philosophy, and understanding in dance education. (SP)

470 Creative Synthesis in Dance (3:3). Pr. demonstrated competency for independent work and consent of academic advisor and instructor.
Culminating choreographic experience for BFA in Dance majors. Full development and production of a significant choreographed work presented in concert. (SP).

475 Independent Study (1 to 3). Pr. demonstrated competency for independent work and consent of academic advisor and instructor.
Intensive work in area of special interest in dance. Available to exceptionally qualified students on recommendation of academic advisor and instructor.

476 Selected Topics in Dance (1 to 3). Pr. consent of instructor. • May be taken twice for credit.
Current topics and issues in dance as art, education, or therapy for students with sufficient preparation for intensive study of identified area.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

522 Anthropological Bases of Dance (3:3). Pr. 201 or equivalent.
Dances of primitive and developed cultures. Folk, court dances, and ballet as expressions of social forms and cultures.

523 Dance of the Twentieth Century (3:3). Pr. 202 or equivalent.
Development and trends of various types of dance; their relationship to older social forms and cultures, to developments in other arts today, and to present-day social pattern.

550 Creative Process: Dance Perspective (3:3). Pr. advanced standing in an arts program or permission of instructor.
Exploration and examination of issues related to creativity and the creative process in dance and related arts. Includes experiential and theoretical modes of encounter. (FA)

551 Choreography III: Group Forms (3:2:2). Pr. 251 and 351 or equivalent.
Study of and experience in developing choreographic materials for long dances for different size groups with emphasis on the exploration of formal values and their integration with artistic intention. (FA)

560 The Dancer's Body (3:3). Pr. two semesters of dance technique and equivalent of 340, or permission of instructor.
Exploration of selected approaches to body awareness, integration, release, and their implications for dance technique and performance.

For Graduate Students Only

610 Dance: The Phenomenon I (3:3).
611 Dance: The Phenomenon II (3:3).
620 Rhythmical Analysis (3:3).
621 Administration of Dance (3:3).
622 Dance Criticism (3:3).
624 Movement for Dance (1:0:5).
630 Contemporary Dance Artists: Technique and Theory (3:1:6).
650 Dance Design Practicum (3).
651 Studio Problems in Choreography (3:3).
660 Issues in Planning the Dance Curriculum (3:3).
662 Practicum in Teaching Dance (3).
676 Problems Seminar (3).
687 Practicum in Dance Performance (3).
695 Independent Study (1 to 3).
698 Field Project in Dance (6).
699 Thesis (3 to 6).
800 Graduate Registration (0).

Department of Exercise and Sport Science

250 Health and Human Performance Building

Shirl J. Hoffman, Professor and Head of Department

Professors Barrett, Gill, Gould, Harris, Martinek, Swanson; Associate Professors Goldfarb, Karper, Robinson, Williams; Assistant Professors Gilchrist, Hopewell, Morgan, Veal; Lecturers Francis, Richards, Wieser

Exercise and Sport Science Major (Bachelor of Science)

Required:

Exercise Science and Sport Studies Concentration — 122 semester hours

Teacher Education Concentration — 125-128 semester hours

Concentrations

The **Exercise Science and Sport Studies concentration** is designed for students preparing for fitness leadership as a career and those preparing for graduate programs related to exercise science. A 6 semester-hour internship, designed to provide practical experience in community settings appropriate for each student's career goals, is required.

The **Physical Education Teacher Education concentration** leads to licensure for teaching in North Carolina and most other states. The licensure program prepares a student to teach grades K-12. Throughout the program there are opportunities for observation, participation, assisting and "mini-teaching", and coaching experiences with public school students, including those with special needs. Also see "Teacher Education" in Chapter 6.

Second Major Requirement for Teacher Education Concentration

All students majoring in Physical Education Teacher Education are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement and the second major requirement. All students who entered any college in Fall 1989 or later as freshmen are subject to this requirement.

Requirements

Requirements for the Physical Education Major are described in the following categories:

1. **All-University Liberal Education Requirements (AULER) -** separately for the ESSS concentration, and for the Teacher Education concentration according to the "Second Major" chosen
2. **Related Area Requirements -** for the Teacher Education Concentration only, according to the "Second Major" chosen
3. **Additional "Second Major" Requirements -** for the Teacher Education Concentration only, according to the "Second Major" chosen
4. **Major Requirements -** for both concentrations
5. **Electives -** for both concentrations

All-University Liberal Education Requirements (AULER) (47-50 semester hours)

Exercise and Sport Studies concentration

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytical and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathmatics (MT) Required: STA 108	3
6.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101; **and** CST 105 or 341	6
9.	Social and Behavioral Sciences (SB) Required: PSY 221 and ESS 330	6
10.	World Literature (WL)	3
11.	AULER Additional Courses Required: CHE 103 or 111, plus CHE 104 or 114, and CHE 110 or 115	7 - 9

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

All-University Liberal Education Requirements (AULER)

Physical Education Teacher Education concentration

Specific AULER area requirements for Physical Education Teacher Education VARY according to the "Second Major" chosen. Please see second major requirements outlined below for details.

— For the Anthropology Second Major (128 total semester hours):

All-University Liberal Education Requirements (AULER) (40-41 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) Required: BIO 111 and ATY 253	7-8
7.	Non-Western Studies (NW) Required: ATY 325, 333, 335, or 337*	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
9.	Social and Behavioral Sciences (SB) Required: PSY 221 and ESS 330	6
10.	AULER Additional Course Required: ATY 201, 212, or 258**	3

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER additional Courses, 3 hours. See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. Required Core: ATY 213, 253, 360, 387, and 411
2. *Choose one from the group ATY 325, 333, 337 in addition to the course selected for the NW Area in AULER
3. **One from the following: ATY 201, 212, or 258 (was contributed from the AULER Additional courses)

— For the Biology Second Major (128 total semester hours):

All-University Liberal Education Requirements (AULER) (38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below: **Semester Hours**

1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) Required: BIO 111 and 112	8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
9.	Social and Behavioral Sciences (SB) Required: PSY 221 and ESS 330	6
10.	AULER Additional Courses (from any of the above AULER areas)	3

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional courses, 3 hours. See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (9 semester hours plus 6 hours in AULER)

One course from **three of the following:**

1. Ecology: BIO 301
2. Cell biology: BIO 355
3. Genetics: BIO 392
4. Diversity: BIO 322, 341, 354, or 370

— For the English Second Major (128 total semester hours):

All-University Liberal Education Requirements (AULER) (40-41 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below: **Semester Hours**

1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL) Required: One from ENG 211, 212, 251, 252*	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 and ENG 223** or 224	6
9.	Social and Behavioral Sciences (SB) Required: PSY 221 and ESS 330	6

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, and AULER Additional courses, 3 hours. See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. Required Core: Two additional courses from ENG 211, 212, 251, 252*
   (one course was chosen above in AULER)
2. Language and Writing: One course from ENG 260
   (in addition to ENG 223 ** chosen for AULER)
3. Literature before 1800: One course from ENG 336, 337, 338, 339, 340, 342, 360, 381, 537, 539, 540, 541, 542, 555, 556, 561, 567
4. Literature After 1800: One course from ENG 331, 333, 344, 345, 346, 349, 350, 351, 352, 353, 355, 358, 374, 376, 382, 532, 533, 534, 544, 545, 548, 550, 552, 557, 558, 559, 563, 568, 582
5. One additional course from last two categories

— For the Geography Second Major (128 total semester hours):

All-University Liberal Education Requirements (AULER) (37-38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
7.	Non-Western Studies (NW) Required: GEO 303	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
9.	Social and Behavioral Sciences (SB) Required: PSY 221 and ESS 330	6

10. AULER Additional Courses 3
    Required: GEO 202 or GEO 301

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional Courses, 3 hours. See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in Geography from AULER)

One course from each of the following:

a. GEO 321, 322, 323, 521, or 522
b. GEO 103, 111
c. GEO 202 or 301
d. GEO 102, 104, 313, 344, 560
e. GEO 303 (from AULER)
f. Three additional GEO courses

— For the History Second Major (125 total semester hours):

All-University Liberal Education Requirements (AULER) (34-35 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below: **Semester Hours**

1. Analytic and Evaluative Studies (AE) 3
   Required: One course from HIS 311, 360, or 366*
2. British or American Literature (BL) or World Literature (WL) 3
3. Fine Arts (FA) 3
4. Historical Perspectives on Western Culture (HP) 3
   Required: One course from HIS 221, 251, 252, 357, 369, or 374**
5. Mathematics (MT) 3
6. Natural Science (NS) 7-8
   Required: BIO 111, and one additional NS course
7. Non-Western Studies (NW) 3
8. Reasoning and Discourse (RD) 3
   Required: ENG 101 or FMS 103 or RCO 101
9. Social and Behavioral Sciences (SB) 6
   Required: PSY 221 and ESS 330

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional Courses, 6 hours. See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

Note: The History Department divides courses into three groups — Western European History, U.S. History, and the history of remainder of the world. These are the fields given below:

Field 1:
A. *One course from HIS 311, 360, or 366 (chosen from the AE Area of AULER)
B. **One course from HIS 221, 251, 252, 357, 369, or 374 (chosen from the HP Area of AULER)

Field 2: A. One course from HIS 211, 212, 301, 302, 330, 336, 347, or 359
B. One course from HIS 335, 339, 340, 343, 344, 502, 511, 515, 517, 518, 526, 545, 549, 550

Field 3: A. One course from HIS 203, 204, 215, 216, 240, 361, 377, or 381
B. One course from HIS 217, 218, 304, 307, 308, 320, 321, 339, 370, 378, 383, 384, 385, 386

Two additional HIS courses. At least two courses in th 24-hour concentration must be at the 500-level.

— For the Philosopy Second Major (128 total semester hours):

All-University Liberal Education Requirements (AULER) (34-35 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	British or American Literature (BL) or World Literature (WL)	3
2.	Fine Arts (FA)	3
3.	Historical Perspectives on Western Culture (HP) Required: PHI 252*	3
4.	Mathematics (MT)	3
5.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
6.	Non-Western Studies (NW)	3
7.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 and PHI 211**	6
8.	Social and Behavioral Sciences (SB) Required: PSY 221 and ESS 330	6

The above reflects waivers approved for this program in the areas of Analytic and Evaluative Studies (AE), 3 hours, Literature (BL/WL), 3 hours, and AULER Additional Courses, 6 hours. See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. PHI 252* and PHI 211** (taken in AULER) and PHI 251 and 111
2. Four additional PHI courses at the 200 level or higher

— For the Religious Studies Second Major (125 total semester hours):

All-University Liberal Education Requirements (AULER) (37-38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE) Required: REL 207 or 309*	3
2.	British or American Literature (BL) or World Literature (WL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP) Required: REL 202 or 204**	3
5.	Mathematics (MT)	3
6.	Natural Science (NS) Required: BIO 111, and one additional NS course	7-8

7. Reasoning and Discourse (RD) 3
   Required: ENG 101 or FMS 103 or RCO 101
8. Social and Behavioral Sciences (SB) 6
   Required: PSY 221 and ESS 330
9. Additional Courses (from any of the above AULER areas) 6

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Non-Western Studies (NW), 3 hours, and Reasoning and Discourse (RD), 3 hours. See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

Note: The Religious Studies Department titles the subdivisions of interest "groups":

One course from each category:

Group 1: REL 210, 211, 212, 215, 218, 220, 221, 225, 351
Group 2: REL 202, 204, 301, 305, 366, 367
Group 3: REL 207, 228, 230, 240, 259, 324, 325, 330, 331, 333, 339, 340, 365
Group 4: REL 309, 310, 314, 318, 503

— For the Sociology Second Major (128 total semester hours):

All-University Liberal Education Requirements (AULER) (37-38 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below: **Semester Hours**

1. Analytic and Evaluative Studies (AE) 3
2. British or American Literature (BL) or World Literature (WL) 3
3. Fine Arts (FA) 3
4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
6. Natural Science (NS) 7-8
   Required: BIO 111, and one additional NS course
7. Non-Western Studies (NW) 3
   Required: SOC 300*
8. Reasoning and Discourse (RD) 3
   Required: ENG 101 or FMS 103 or RCO 101
9. Social and Behavioral Sciences (SB) 6
   Required: PSY 221 and ESS 330
10. AULER Additional Courses 3
    Required: SOC 211 or 201**

The above reflects waivers approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Additional courses, 3 hours. See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (8 semester hours)

BIO 271 and 277 or approved transfer courses

Additional "Second Major" Requirements (18 semester hours plus 6 hours in AULER)

1. SOC 211** or 201** (selected in AULER as Additional SB Area course)
2. SOC 314, 318, 450
3. Two courses from: SOC 232, 320, 336, and 337

4. SOC 300* (selected in AULER as NW Area course)
5. One additional approved SOC course

Major Requirements

All Exercise and Sport Science majors must take the following 32 semester hours of Core Courses:

1. ESS 280, 285, 288, 330, 351, 375, 376, 388
2. ESS 299, 310
3. Six additional hours of activity courses as follows:
   for Exercise Science and Sport Studies concentration, include 205; for Teacher Education concentration, include 207, 208, 213, 214, 215, and 216.
4. ARC Certification in FA and CPR is required.

Exercise Science and Sport Studies Concentration:

1. Additional ESS courses: 568, 569, 570, 595
2. Related areas: *BIO 111, BIO 271 and 277 or approved transfer courses, *CHE 103 or 111, *CHE 104 or 114, *CHE 110 or 115, *CST105 or 341, *STA 108, HEA elective, FNS elective

* Students should take these courses as part of the fulfillment of AULER.

Teacher Education Concentration:

1. Additional ESS courses: 217, 354, 381, 454, 461-462, 464
2. ARC Certification in First Aid and CPR is required
3. Teacher Licensure Requirements: HEA 201, ELC 381, CUI 450, 470
4. Students who have not been admitted to the Teacher Education Program may not enroll in ESS 354, 454, 461, 462, 464.

Additional information about Teacher Education may be found in Chapter 5.

Electives

Sufficient to complete total semester hours required for degree.

Note: Transfer Students — Students who enter the UNCG Exercise and Sport Science major as transfers in the junior year should expect to take at least an extra semester of work unless they enter with a strong background in science (BIO 111, 271, 277) and physical education activities. For those students seeking Teacher Licensure who are also required to complete a "Second Major", the time commitment may be further extended.

COACHING MINOR

May be chosen by any degree-seeking UNCG student. Minimum of 15 semester hours, approved by the Department, including ESS 390, 477, 388; HEA 236 or 338 or American Red Cross First Aid and Certification (n.c.).

EXERCISE AND SPORT SCIENCE COURSES (ESS)

For Undergraduates

Any University student may take up to eight (8) hours of elective credit in physical education activity courses to apply toward graduation.

101 Beginning Volleyball (1:0:3).
Introduction to basic techniques, knowledges, and strategies of volleyball.

102 Team Handball (1:0:3).
Olympic sport activity which uses basketball playing skills in a soccer format.

103 Softball (1:0:3).
Introduction to basic techniques, knowledges, and strategies of slow pitch softball.

104 Beginning Basketball (1:0:3).
Development of fundamental skills, strategical elements and knowledge of basketball.

106 Beginning Soccer (1:0:3).
Development of fundamental skill, strategies and knowledge of soccer.

119 Personalized Physical Education (1:0:3). Pr. permission of a faculty supervisor and medical approval. • May be repeated for credit.
Designed to provide one-to-one or small group instruction in physical activity for those students who, because of their disabling conditions, are unable to participate in scheduled physical education activity courses as usually structured.

120 Conditioning (1:0:3). • May be repeated for credit once.
Principles of conditioning. Physical fitness assessment and development of a personal fitness program. Emphasis on maintenance or improvement of cardiorespiratory fitness.

121 Beginning Archery (1:0:3).
Introduction to basic techniques, knowledge, rules, and equipment of archery.

122 Bicycling (1:0:3).
Introduction to basic cycling techniques, safety, bicycle maintenance, planning and participating in various trips. Must have own bike.

123 Beginning Snow Skiing (1:0:3).
Introduction to basic techniques, safety, and equipment of snow skiing. Fee: approximately $180, includes equipment rental, slope and lift fee, accident insurance, at French-Swiss Ski School, Blowing Rock, North Carolina.

124 Backpacking (1:0:3).
Introduction to backpacking including 20 hours of class sessions plus 1 overnight weekend trip to relatively secluded area. Fee: approximately $20 for food and travel.

125 Hiking/Camping (1:0:3).
Basic hiking/camping skills, compass and topographical map use. Includes 20 hours of class sessions plus 1 overnight weekend camping trip. Fee: approximately $20 for food, travel, and campground fees.

126 Modern Rhythmical Gymnastics (1:0:3).
Manipulation of hand apparatus (balls, hoops, ropes) to musical accompaniment.

127 Beginning Golf (1:0:3).
Fundamentals of golf with opportunity to practice skills and play on the University golf course.

128 Beginning Bowling (1:0:3).
Introduction to basic skills, knowledge, and scoring of bowling. Off-campus course; fee approximately $30.

129 Beginning Olympic Gymnastics (1:0:3).
Fundamental skills and mechanics in tumbling, trampoline, and Olympic apparatus and events.

130 Weight Training (1:0:3). • May be repeated for credit once.
Weight training with emphasis on principles, techniques, and development of individualized programs.

131 Jogging (1:0:3). • May be repeated for credit once.
Designed for the developing jogger, including information on basic skills and knowledge, graduated jogging programs, and self-testing procedures.

132 Ice Skating (1:0:3).
Fundamental skills of ice skating forward and backward with opportunity to learn spins, jumps, and free skating skills. Fee: approximately $40, includes skate rental and rink fee.

142 Social Dance (1:0:3).
Basic dance fundamentals, emphasizing the fox-trot, swing or jitterbug, cha-cha-cha, waltz, tango, polka, rumba, samba, and current popular dances.

147 Square Dance (1:0:3).
Exploration of steps, patterns, formations, and cultural/historical background of American square dance.

150 Swimming for Non-Swimmers (1:0:3).
Designed for students with a fear of the water and a desire to learn to swim.

151 Beginning Swimming (1:0:3).
Basic course in swimming for students with little or

no knowledge of strokes and little deep water experience.

170 Beginning Fencing (1:0:3).
Introduction to basic footwork, attacks, and defenses of foil fencing with opportunity for competitive bouting.

171 Beginning Badminton (1:0:3).
Introduction to basic techniques, knowledges, and strategies of badminton.

172 Beginning Self-Defense (1:0:3).
Basic skills of non-weapon defense, including techniques from karate and judo.

173 Beginning Racquetball (1:0:3).
Introduction to basic skills, rules, and strategy of racquetball.

174 Wrestling (1:0:3).
Combative sport offering participant a physically demanding experience and opportunity to develop wrestling skill and fitness.

175 Beginning Tennis (1:0:3).
Introduction to basic skills, rules, and scoring of tennis.

201 Intermediate Volleyball (1:0:3). Pr. 101 or instructor's approval.
Introduction to advanced techniques, knowledges, and strategies of volleyball.

204 Intermediate Basketball (1:0:3). Pr. 104 or permission of instructor.
Refinement of skills, strategies and knowledge in basketball.

205 Rhythmic Aerobics (1:0:3). • May be repeated once for credit.
Conditioning course in which participants exercise to musical accompaniment for purpose of developing cardiovascular efficiency, strength, and flexibility.

206 Intermediate Soccer (1:0:3). Pr. 106 or permission of instructor.
Refinement of skills, strategies and knowledge of soccer.

207 Selected Physical Activities I - Core Program (1:0:3). Pr. ESS majors only.
Survey of selected physical activities with special emphasis on personal performance experience.

208 Selected Physical Activities II - Core Program (1:0:3). Pr. ESS majors only.
Continued experience in selected physical activities, with special emphasis on personal performance.

213 Sports Performance & Analysis I (1:3).
Skill development and analysis of soccer and basketball skills. Learning and application of physical education content in a developmental model.

214 Sports Performance & Analysis II (1:3).
Skill development and analysis of tennis and volleyball skills. Learning and application of physical education content in a developmental model.

215 Children's Physical Education I: Educational Gymnastics (1:3). Pr. ESS majors; open to elementary education majors with permission of instructor.
Performance and analysis of gymnastic skills appropriate for children.

216 Children's Physical Education II: Educational Games (1:3). Pr. ESS majors; open to elementary education majors with permission of instructor.
Performance and analysis of game skills and offensive/defensive strategies appropriate for children.

217 Introduction to the Teaching of Physical Education in Grades K-12 (2:3).
Study of the nature and scope of teaching physical education in today's public schools with particular emphasis on its relationship to total educational experience. Extensive opportunity for first-hand experience with students of various backgrounds, ages 5-16, through observation and participation in elementary and secondary public schools.

220 Physical Fitness for Life (3:2:3).
Activity-based course with selected lecture material regarding principles and methods for developing and maintaining physical fitness. Development and conduct of a personal program designed for continuing participation throughout life.

221 Intermediate Archery (1:0:3). Pr. 121 or instructor's approval.
Introduction to advanced techniques and knowledge of archery.

223 Intermediate Snow Skiing (1:0:3). Pr. 123 or instructor's approval.
Intermediate techniques of skiing including parallel turns, mogul skiing, wedlin, and introduction to freestyle skiing. Fee: approximately $180, includes equipment rental, fees, and accident insurance for 5 days at French-Swiss Ski School, Blowing Rock, North Carolinal.

227 Intermediate Golf (1:0:3). Pr. 127 or instructor's approval.
Review and refinement of beginning skills; sand trap shots; uphill, downhill, and sidehill lies; opportunity to play on local golf courses. Fee: approximately $12 for green fees.

228 Intermediate Bowling (1:0:3). Pr. 128 or instructor's approval.
Refinement of beginning skills and individual deliv-

ery, style, and league bowling. Off-campus lanes; fee approximately $30.

229 Intermediate Olympic Gymnastics (1:0:3). Pr. 129 or instructor's approval.
Refinement of beginning techniques and individual mastery and progress.

230 Psychological Skills for Optimal Performance (3:2:2).
Overview of sport psychology principles applied to sport and exercise activities. Includes experience in psychological skills training.

240 Introduction to World Folk Dance (1:0:3).
Basic experiences in folk dance designed to acquaint the beginning student with the steps, patterns, formations, national characteristics, and cultural settings of dances from all parts of the world.

242 Clogging (1:0:3).
Basic steps of clogging, historical and cultural concepts pertaining to clogging, and use of these steps in precision routines, freestyle clogging, and Appalachian Big Circle Mountain Dancing.

243 Intermediate Folk Dance (1:0:3). Pr. 240 or instructor's approval.
Refinement of beginning folk dance skills and stylistic factors; advanced dance steps, patterns, and formations.

250 Experimental Course: Swim Development Clinic (1:0:3).
Multilevel course that invites students to experiment with movement in the aquatic environment. Aquatic skills will be developed through personal application of mechanical principles.

252 Low Intermediate Swimming (1:0:3). Pr. 151 or instructor's approval.
Designed for students who have a basic knowledge of swimming skills and are deep water swimmers.

254 High Intermediate Swimming (1:0:3). Pr. 252 or instructor's approval.
Development of the nine Red Cross swimming strokes, endurance swimming, and diving.

255 Water Safety Education (1:0:3). Pr. 254 or approval of instructor, swim continuously for 5 minutes using front crawl, sidestroke, elementary backstroke, and breaststroke.
Focuses on personal and community water safety; prevention of water accidents; water emergency responses; and stroke refinement. Includes the American Red Cross Introduction to Health Services Education (IHSE).

256 Advanced Swimming (1:0:3). Pr. 254 or instructor's approval.
Refinement of the nine Red Cross swimming strokes, diving, synchronized and competitive swimming skills.

257 Synchronized Swimming (1:0:3). Pr. 252 or instructor's approval.
Basic skills in synchronized swimming, individual and group stroking and floating patterns, and opportunity to create routines performed to musical accompaniment.

258 Advanced Lifesaving and Lifeguarding (2:1:2). Pr. ability to swim 500 yards using front crawl, sidestroke, breaststroke, and backstroke; perform a standing front dive in reasonably good form; surface dive to a depth of 8 feet and swim 20 feet under water; tread water for 1 minute.
Skills, knowledge, and techniques of lifesaving and lifeguarding. Certification in Advanced Lifesaving, CPR and Pool Lifeguarding are possible.

259 Water Safety Instructor (3:2:2). Pr. 17 yrs. old; ESS 255 and 256 or equivalent or Introduction to Health Services Education; and, either Lifeguard Training or Emergency Water Safety Certificate.
Development of knowledge and skill to teach and to certify others in the American Red Cross Programs of swimming and elementary rescue skills.

260 Water Polo (1:0:3). Pr. 254 or instructor's approval.
Combination of the strategies of soccer and basketball with swimming endurance and skills unique to water polo.

261 Springboard Diving (1:0:3). Pr. 151 or equivalent or permission of instructor.
Personal skills, rules, judging, scoring, coaching, and training techniques, and relevant mechanical principles for 1 meter and 3 meter springboard diving.

262 Safety Training for Swim Coaches (1:0:3). Pr. competitive swimming, swimming coach experience, 254 or equivalent.
Identify any potential aquatic facility safety hazards, recognize and rescue swimmers in distress and/or drowning situation, improve competitive skills and observe for specific medical conditions pertaining to competitive swimming.

263 Skin and SCUBA Diving (2:1:2). Pr. 254 or equivalent or permission of instructor.
Skills, knowledge, and techniques of skin and SCUBA diving in preparation for diver certification. Course does not include final certification. Fee for equipment rental.

264 Advanced SCUBA Diving (2:1:2).
Advanced skills of SCUBA diving gained through lecture material and open water dives at off-campus locations. Successful completion of course leads to advanced certification. Fee for equipment rental.

268 Canoeing (1:0:3). Pr. ability to swim for 15 minutes without aid.
Introduction to basic canoeing skills. Course taught at Piney Lake and day and overnight camping/canoe trips to other sites. Fee: approximately $20 for field trips.

269 Sailing (1:0:3). Pr. ability to swim for 15 minutes without aid.
Introduction to basic sailing competencies; fundamental racing strategy; taught at Piney Lake and field trips to other lake facilities. Fee: approximately $20 for field trips.

270 Intermediate Fencing (1:0:3). Pr. 170 or instructor's approval.
Refinement of beginning skills, high- and low-line attacks and defenses; advanced footwork; and electrical foil fencing.

271 Intermediate Badminton (1:0:3). Pr. 171 or instructor's approval.
Refinement of beginning skills; emphasis on advanced skills and strategies.

272 Taekwondo (1:0:3).
Acquisition and development of the basic techniques and knowledge of taekwondo. Presented in the culturally correct form.

273 Intermediate Racquetball (1:0:3). Pr. 173 or permission of instructor.
Intermediate skills and advanced strategy of racquetball developed through practice and game situations.

275 Intermediate Tennis (1:0:3). Pr. 175 or instructor's approval.
Continuation of various tennis strokes with practice in singles and doubles strategies.

276 Advanced Tennis (1:0:3). Pr. 275 or instructor's approval.
Designed for student who can perform the various tennis strokes with consistency and accuracy. Emphasis on game strategies.

277 Advanced Golf (1:0:3). Pr. 127, 227, or consent of instructor.
Advanced physical and mental skills will be learned, practiced and implemented. Approximately one-third of the course will include playing at a local golf course. Fee approximately $20.00.

280 Research and Evaluation in Physical Education and Sport (3:2:2). Pr. sophomore standing.
Surveys the scope of literature and sources of knowledge in physical education and sport science. Measurement, evaluation, and research methods applied to selected problems of professional practice.

285 Motor Development (3:3).
Lifespan analysis of motor skill development as a function of chronological age.

288 Motor Learning and Control (3:3). Pr. 285 recommended.
Analysis of mechanisms and environmental variables influencing the acquisition and control of skilled motor behavior at all ages. Introductory research techniques and experiences collecting data on human motor performance.

290 Aesthetics of Sport (2:2:1).
Theoretical and laboratory experiences to analyze and synthesize sport theory and aesthetic theory in order to explore the nature of a sport aesthetic.

299 Physical Conditioning - Core Program (1:0:3). Pr. ESS majors only. • Students may not take both 120 and 299 for credit.
Principles and components of health-related and performance-related conditioning. Emphasis on the design, implementation, and evaluation of a personal conditioning program.

301 Advanced Sport Technique (1:0:3). Pr. intermediate course(s) in the sport(s) selected and permission of Physical Education Department Head. • May be taken once for each sport studied.
Advanced tutorial in individual sports. Meets concurrently with intermediate-level class. May not be taken in lieu of existing advanced course.

310 Process of Skill Acquisition (1:0:3). Pr. ESS majors only; at least four of the following: 280, 285, 288, 330, 351, 375, 376, 388.
Development of basic skills and strategies in two novel activities. Emphasis on the integration of theoretical knowledge with applied experience in skill acquisition.

330 Sociocultural Analyses of Sports and Exercise (3:3).
Analyses of sports and exercise in sociocultural contexts. Topics include professional sports, intercollegiate sports, youth sports, violence in sports, gender and sports, ethnicity and sports, and media and sports. *[SB, CSB]*

341 Teaching Elementary School Physical Education I (3:3). Pr. junior or senior standing or permission of instructor.
Introduction to teaching physical education in grades K-6. Designed especially for the preservice classroom teacher. May include some field experiences.

351 History and Philosophy of Sport and Physical Education (3:3).
Study of significant people, events and institutions affecting the development of sport and exercise in North America. Analysis of major philosophic issues relating to sport and exercise.

352 Philosophy of Sport (3:3).
Overview of philosophical concerns related to study of sport and sport experiences, examined with use of current sport philosophy literature.

354 Curriculum and Teaching: Children's Physical Education (3:1:6). Pr. 215, 216, or permission of instructor. • Admission to Teacher Education is required.
Planning and organizing for teaching and observation of movement in children's physical education. Special emphasis will be on philosophy, curriculum development, and selection of appropriate content for elementary students.

358 Aquatic Facilities Management (3:3). Pr. 259 or equivalent or permission of instructor.
Design, programming, personnel practices, maintenance, operating procedures, public relations, and record keeping as they apply to management and administration of camp waterfronts, pools, and beaches.

370 Experimental Course: Advanced Fencing (1:0:3). Pr. 270.
Advanced tactical footwork, bladework and bouting tactics for fencers who have mastered Basic Foil USFA Program. Participation in dry and electrically scored foil competitions. Study for USFA local Referees examination.

375 Physiology of Sport and Physical Activity (3:2:3). Pr. BIO 271 and 277 or permission of the instructor.
Study of the factors affecting physiological function of the body as related to physical performance. Laboratory physiological evaluation experience included.

376 Biomechanics of Sport and Physical Activity (3:2:3). Pr. BIO 271 or consent of instructor; one course in calculus or algebra reccommended.
Anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills.

381 Physical Education for Individuals with Special Needs (3:3).
Survey of all aspects of developmental, adapted, and corrective physical education for handicapped populations of children and adults. Field experiences may be required.

383 Instruction of Swimming for the Handicapped (3:2:2). Pr. 259 or equivalent or permission of instructor.
Methods and practice experience in teaching swimming to handicapped persons. Handicapping conditions and how these affect the teaching and learning of swimming. Liability insurance coverage required (available in class).

388 Psychology of Sport and Exercise (3:3). Pr. PSY 221.
An examination of the psychological theories and research related to sport and exercise behavior.

390 Prevention and Care of Athletic Injuries (2:1:2).
Designed to provide knowledge and skills to aid in prevention and treatment of injuries common to athletes. Emphasis on prevention and reconditioning programs. Supplies cost approximately $12.

454 Curriculum and Teaching: Secondary School Physical Education (3:1:6). Pr. 213, 214 or permission of instructor. • Admission to Teacher Education is required.
Planning and organizing for teaching and observation of movement in secondary school physical education. Emphasis on the analysis of the teaching process, curriculum development, and selection of appropriate content.

461-462 Student Teaching and Seminar in Physical Education (6)-(6). Pr. program requirements leading to student teaching. Methods courses (ESS 354 and 454) must be taken at UNCG. Admission by application only. • Grade: Pass/Not Pass (P/NP). • Admission to Teacher Education is required.
Block courses in professional semester for teacher education majors. Techniques of teaching physical education under supervision. Full-time teaching in schools. Weekly seminars.

464 Administration of Physical Education and Athletics (3:3). Pr. senior standing. • Admission to Teacher Education is required.
Administrative considerations of conducting modern physical education and/or athletic programs in secondary schools and colleges.

474 History of American Sport (3:3).
Examination of the development and significance of sport in American society.

475 Independent Study (1 to 3). Pr. demonstrated competency for independent work and consent of academic adviser, instructor, and undergraduate program coordinator.
Intensive work in area of special interest in physical education. Available to qualified students on recom-

mendation of academic advisor, instructor, and undergraduate program coordinator.

476 Problems Seminar (2:2).
Current problems in field of physical education. Opportunity for student to specialize in a problem of his choice. Emphasis of the problem shall be approved by instructor.

477 Coaching Practicum in a Selected Sport (3:6). Pr. HEA 236/338, demonstrated knowledge/skill in sport selected. • Open only to upper division students seeking coaching minor.
Opportunity for prospective coach to assume various responsibilities in coaching a selected sport under the guidance of a qualified coach. Opportunities provided at public school and university levels.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

530 Play, Games, and Sport (3:3).
Examination of major conceptualizations of play, games, and sport; comparisons and contrasts among the concepts.

531 Issues in Competitive Sports for Children and Youth (3:3). Pr. permission of instructor.
In-depth examination of significant issues related to competitive sports in the lives of today's children and youth. Special attention given to studying the roles and responsibilities of the adults involved.

532 Women in Sport and Physical Activity (3:3). Pr. Junior standing or higher in Exercise and Sport Science or Women's Studies, or permission of instructor.
Examination of women's experiences in sport and physical activity. Consideration of historical, biological, psychological and socio-cultural perspectives.

535 Exercise Science/Fitness Internship (3:0:8). Pr. 575 and 568 or instructor's approval. Permission of instructor required.
Field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance.

545 Psychology of Coaching (3:3). Pr. PSY 221 or permission of instructor.
Overview of sport psychology principles applied to the teaching and coaching of sport activities.

550 Sports Clinic (1).
Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.

551 Teaching Motor Skills to Preschool Children (3:2:3). Pr. one of the following: HDF 302, 552 (for undergraduates); CUI 698, ESS 648 (for graduates); or permission of instructor.
Strategies and techniques to enhance motor skill development of children ages 2-5 in the home, on the playground, and in the the classroom. Field work with children emphasized.

563 Development of Physical Education in the Western World (3:3).
Historical overview of development of physical education in Western Civilization from classical times to the present age.

564 History of American Physical Education (3:3).
Study of development of physical education in the United States with special emphasis on the evolving institutional involvement of schools and colleges.

567 Measurement and Evaluation in Physical Education (3:3).
Survey of tests and application of measurement in physical education. Elementary testing procedures.

568 Health/Fitness: Assessment and Prescription (3:2:3). Pr. BIO 271, 277, or permission of instructor; ESS 375, 575 recommended; CPR certification completed or in progress.
Scientific principles of exercise emphasizing design of safe, appropriate, individualized exercise programs for all ages; foundation for future ACSM certification as a health/fitness instructor. Emphasizes health-related physical fitness.

569 Exercise Instruction (3:3). Pr. 375 or 575, or permission of instructor.
An instructional development course. Application of principles of content selection, effective presentation, and evaluation to practice in exercise settings for participants at various developmental levels.

570 Development and Implementation of Fitness Programs (3:3). Pr. 568 or permission of instructor.
Preparation in planning, designing, developing, organizing, programming, implementing, directing, and evaluating fitness programs.

571 Physical Education for Individuals with Special Needs (Advanced) (3:3). Pr. 381 or permission of instructor.
Advanced study of physical education for mentally and physically disabled persons. Clinical experience is provided.

575 Physiology of Exercise (3:3). Pr. 375, BIO 271, 277, or permission of instructor.
An in-depth study of the physiological basis of human physical performance with emphasis on the

acute response and chronic adaptations of the body to exercise.

576 Nutrition and Physical Fitness (3;3). Pr. BIO 277 and FNS 213 or equivalent required. ESS 375 or 575 recommended.
Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake. (Same as FNS 576)

578 Needs Assessment of Handicapped Persons in Physical Education (3:3). Pr. permission of instructor.
Determination of gross motor and perceptual/gross motor performance needs of handicapped persons. Analysis of published and teacher-made instruments. Construction of new tests for physical education for handicapped persons.

579 Exercise and Older Adults (3:3). Pr. junior admission only by permission of instructor.
Basic principles underlying exercise/aging. The delivery of exercise information and the conduct of exercise programs for older adults.

595 Exercise Science/Fitness Internship (3:1:8 or 6:2:16). Pr. 375, 568, 569 and/or permission of instructor. • Grade: Satisfactory/Unsatisfactory, S/U.
A supervised field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance.

For Graduate Students Only

606 Workshops in Physical Education (1 to 3).
609 Critical Analysis of Professional Literature in Physical Education (3:3).
610 Statistics for Research in Health, Physical Education, and Recreation (3:3).
611 Research in Physical Education I: Concepts of Inquiry (3:3).
612 Research in Physical Education II: Design and Analysis (3:3).
613 The Meaning and Significance of Physical Education (3:3).
617 Current Theories and Practices of Teaching Sports (3:3).
630 Interpretive Processes of Sport (3:3).
631 Sport in Contemporary Life (3:3).
643 Mechanical Analysis of Motor Skills (3:3).
644 Psychology of Sport and Exercise (3:3).
645 Exercise Psychology (3:3). (Formerly ESS 520)
646 Theoretical Considerations of Physical Education for Children (3:3).
647 Motor Development and Human Movement (3:3).
648 Learning and Performance of Physical Skills (3:3).
649 Seminar in Physical Education (3:3).
650 Scientific Factors Affecting Human Performance (3:3).
652 Curriculum Development in Physical Education (3:3).
654 Seminar in Curriculum Development in Physical Education (3:3).
655 Analysis of Teaching Behavior (3:3).
656 Psycho-Social Aspects of Teaching Physical Education and Sport (3:3).
657 Teacher Education in Physical Education (3:3).
661 Movement Theory (3:3).
663 Supervision of Physical Education (3:3).
668 Clinical Exercise Assessment and Prescription (3:3).
672 Measurement Theory Applied to Physical Education (3:3).
675 Applied Human Work Physiology (3:3).
676 Problems Seminar (3:3).
677 Muscular Aspects of Exercise Physiology (3:3).
678 Cardiovascular Aspects of Exercise Physiology (3:3).
679 Exercise and Older Adults: Advanced (3:3).
694 Internship in Sport and Physical Education (3-6).
695 Independent Study (1 to 3).
696 Laboratory Technology in Exercise Science (1:0:3) or (2:0:6).
697 Field Practicum in Exercise and Sport Science (3 to 6).
698 Field Project in Exercise and Sport Science (6).
699 Thesis (6).
700 Special Topics in Physical Education (3).
701 Research Topics in Exercise and Sport (3:3).
713 Research in Physical Education III: Advanced Seminar (3:3).
733 Practicum in Supervision of Physical Education (1-3).
744 Applied Sport Psychology (3:2:2).
745 Seminar: Social Psychology and Physical Activity (3:3).
746 Practicum in Applied Sport Psychology (1-3). (Formerly ESS 760)
754 Applied Sport Psychology Issues and Practice (3:3).
799 Dissertation (12).
800 Graduate Registration (0).

Department of Leisure Studies

420-J Health and Human Performance Building

Stephen C. Anderson, Professor and Head of Department

Professor Sellers; Associate Professor Gladwell; Assistant Professors Bedini, Gibson, Zuefle

Leisure Studies Major (Bachelor of Science)

Required: 122 semester hours

The Leisure Studies major prepares students to pursue graduate study or to assume career opportunities in leisure services management, therapeutic recreation, commercial recreation, and aspects of the travel and tourism industry. The Department is committed to offering an academically challenging program of undergraduate education coupled with a solid foundation of a liberal arts education. The program is accredited by the National Recreation and Park Association's Council on Accreditation.

Concentrations

- Leisure Services Management
- Therapeutic Recreation
- Travel, Tourism, and Commercial Recreation

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for each concentration are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: STA 108	3
6.	Natural Science (NS) Therapeutic Recreation concentration must complete: BIO 111	6 (or 7)
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 and ENG 102 or 301	6
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives CST105, 231, or 341; and one other course from any area listed above	6

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

For all three concentrations:

1. LES 111, 212, 213, 314, 315, 416, 417, 418, 511
2. For both LES 315 and 417 an overall GPA of 2.0 is required prior to registration for the courses.

NOTE: Both field work experiences are normally offered only during the summer sessions and cannot be taken during the same summer. Therefore, students should plan accordingly.

Leisure Services Management Concentration

1. LES 241, 324, 342, 343, 545
2. Related areas:
   Select two of the following: PSC 210, 310, 312, 313, 323, 324, 516, or 520
   Select one of the following: GEO 205, 301, 302, or 502
   Select one of the follwoing: SOC 222, 326, 331, 343, or 543
   Select one of the following: MGT 200, 312, 320, or 330

Therapeutic Recreation Concentration

1. LES 231, 332, 533
2. Related areas: BIO 271, 277; ESS 381; PSY 341
3. Select one of the following: HDF 302, 303, or 304
4. Select one of the following: BIO 479; CED 310; EDC 135; HEA 369; or PSY 450

Travel, Tourism, and Commercial Recreation Concentration

1. LES 221, 324, 425, 526
2. Related areas: MGT 320
   Select two of the following: MGT 307, 312, MGT/PSY 314, 330, 421, 424
   Select one of the following: ACC 201; ECO 202, 336; FIN 340; ISM 110
   Select two of the following: GEO 202, 205, 302, 344, GEO/LES 320, LES 342

Electives

Sufficient to complete 122 total semester hours required for degree.

Leisure Studies Minor

This minor complements a number of majors, including biology, business administration, child development, geography, history, exercise and sport science, political science, public health education, psychology and social work. Fifteen semester hours are required, including LES 101 or 111, 212 or 213, 416 or equivalent, and 6-9 hours from department concentration courses. LES 314 may be counted as a therapeutic recreation concentration course.

Students interested in the minor should register with the Department of Leisure Studies, 420-J HHP Building.

Leisure Studies Courses (LES)

For Undergraduates

101 Leisure in Modern Society (3:3). • For students NOT majoring in Leisure Studies. • May not take both 101 and 111 for credit.
Survey of philosophical dimensions of leisure; exploration of leisure service delivery systems; evolution of leisure life-styles and need for educating for leisure-oriented living.

111 Leisure Studies (3:3). • May not take both 111 and 101 for credit.
Survey of historical and philosophical foundations of leisure studies; examination of agencies providing leisure services, professional organizations and career opportunities.

202 Environmental Education (3:3).
Historical and philosophical foundations of environmental education. Exploration of various program types; emphasis on teaching and learning alternatives. Survey of environmental issues and current research.

203 Leisure Services Planning Laboratory (2:1:2). Pr. 342.
Basic concepts and principles of leisure services planning are applied to produce design solutions to various planning problems in leisure service settings.

212 Leadership in Leisure Services (3:3).
Analysis of techniques, principles, and practices of leadership in leisure services; basic processes of activity leadership in conjunction with development of skills and knowledge in activity areas.

213 Leisure Services Programming (3:3). Pr. 212 or consent of instructor.
General principles of leisure services programming; intensive study of program areas available to participants; analysis of methods and techniques of program design, organization, implementation, and evaluation.

221 Travel and Tourism (3:3).
Tourism and recreational travel including its origins, present characteristics, and societal impacts; implications of non-business travel in the United States and emerging importance of international travel.

231 Introduction to Therapeutic Recreation (4:4).
Survey of key concepts, theoretical underpinnings, and procedures in clinical and community recreation situations. Focuses upon varied special needs populations, prescriptive activities, documentations using medical charting, medical and psychiatric terms.

241 Introduction to Leisure Services (3:3).
History and development of leisure services; examination of public agencies providing leisure services. Emphasis on types of programs and services offered in relationship to the leisure market.

304 Outdoor Challenge/Adventure Education Programs (3:3).
Principles and practices of outdoor challenge/adventure education; administrative considerations for selection, use, design, and implementation of outdoor challenge/adventure programs.

314 Special Recreation (3:3).
Examination of structure and functions of various community organizations and agencies providing recreation to people with disabilities. Analysis of various approaches and techniques of promoting "special recreation".

315 Practicum in Leisure Services (3 to 6). Pr. 111, 212, 213, 221 or 231, or 241. • May be repeated once for credit for maximum of six semester hours. • Grade: Pass/Not Pass (P/NP).
Directed practicum experience in a leisure services agency under supervision of a faculty advisor and an agency supervisor. Opportunities provide for student to develop knowledge, values, and beginning practice skills appropriate for entry-level practice in leisure services agencies.

320 Tourism Planning and Development (3:3).
Geographic distribution of tourist development with an emphasis on the spatial dimension of origin-destination flows, industrial structure, demand, and supply. Tourism planning and agents of tourism development are stressed. (Same as GEO 320.)

324 Commercial Recreation (3:3).
Study of nature and function of recreation in commercial agencies and settings. Survey of the development and operation of commercial goods and services offered in the leisure market.

332 Program Design and Evaluation in Therapeutic Recreation (3:3). Pr. 111, 231, or consent of instructor.
Focus on skills for systematic design and evaluation of programs using various systems techniques, including activity and task analysis procedures and summative and formative evaluation procedures.

342 Leisure Services Planning (3:2:2).
Examination of the basic procedures involved in the planning process; basic considerations in leisure services planning; analysis of the methods and techniques of site evaluation and design.

343 Maintenance and Operations in Leisure Services (3:3). Pr. 111, 342 or permission of instructor.
Principles and practices of maintenance management; operational policies and procedures in leisure services agencies.

405 Problems Seminar (3:3). Pr. course work in appropriate content area and/or consent of instructor.
Specific course title identified by subscript, e.g., Problems Seminar: Leisure and Aging. Nature of problems themselves and their impact on society studied. May be repeated once for credit.

406 Leisure Resources Policy (3:3). Pr. 111.
Concepts, principles, and practices in leisure resources policy; methods and techniques of determining land and facility policy; quantitative and qualitative resource evaluation.

407 Leisure Services Communication (3:3). Pr. 111.
Communication process as it relates to leisure services agencies. Emphasis on communication skills and interpretive techniques. Evaluation of information media and problem resolution.

416 Leisure Services Administration (3:3). Pr. 111 or consent of instructor.
Study of principles and practices of administration. Basic procedures in leisure services administration, with particular emphasis on finance and budgeting; personnel policies and practices; publicity and public relations; and planning, evaluation, and research.

417 Internship in Leisure Services (6). Pr. senior standing, and 2.0 GPA achieved prior to registration; 18 semester hours in LES and permission from LES Department Head required. • Grade: Pass/Not Pass (P/NP).
Provides student with opportunity to relate theory to practice through observation and experience. Student, in a ten-week program, assigned on an individualized basis to approved public, private, and commercial agencies. Internship consists of a full-time placement for total of 400 clock hours.

418 Research in Leisure Studies (3:3). Pr. 111, STA 108 or consent of instructor.
Analysis of research methods in leisure studies will include problem identification, literature review, data collection methods and analysis, and proposal writing.

425 Resort Management (3:3). Pr. 111, 221 or consent of instructor.
Examination of the resort industry. Considers development and operations, with an emphasis on the management of resort properties.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

511 Advanced Concepts in Leisure Studies (3:3). Pr. Senior standing in Leisure Studies, graduate standing, or permission of the instructor.
Theories, concepts and current research which influence the study of leisure behavior and the delivery of leisure services.

519 Directed Research (3:3). Pr. 418 or permission of department head.
Identification and investigation of research questions in leisure studies. Opportunity for students to conduct research with direction from scholars in the field.

526 Tourism Management (3:3). Pr. 221, 324 or consent of instructor.
Study of concepts, principles, and practices of tourism management. Emphasis given to the application of management and marketing in the tourism industry.

533 Trends and Issues in Therapeutic Recreation (3:3). Pr. 315, 332, or consent of instructor.
Study of trends and issues in therapeutic recreation; examination of current controversial issues and selected facilitation techniques; interdisciplinary team practice; supervisory functions, and assessment procedures.

545 Financing Leisure Services (3:3). Pr. 416 or equivalent or permission of instructor.
Financial methods and techniques used to develop and operate leisure services. Emphasis given to new approaches to financing, alternative financing techniques, fees and charges, and revenue producing facilities.

589 Experimental Course: Recreation as a Related Service (3:3).
Recreation services for people with disabilities in the public school system. Issues will include recreation as part of the IEP, service providers, legal ramifications, collaborative services, and eligible populations.

For Graduate Students Only

612 Research Applications in Leisure Studies (3:3).

613 Managing Leisure Service Delivery Systems (3:3).

627 Conceptual Foundations of Travel and Tourism (3:3).

634 Advanced Procedures in Therapeutic Recreation (3:3).

697 Internship in Leisure Services (3-6).

698 Field Project in Leisure Services (3-6).

699 Thesis (6).

Department of Public Health Education

437 Health and Human Performance Building

Keith A. Howell, Professor and Head of Department

Professor Gruchow; Associate Professors Bibeau, King, Lawrance, Mullen; Lecturer Durward; Adjunct Lecturer Enright

Increasing national interest in health and health promotion attracts students to the undergraduate degree program in Public Health Education, with concentrations available in Community Health Education and School Health Education. Both concentrations provide field experiences in public and private agencies as a part of the professional studies program. Graduates have found career paths open to them in community health departments, schools, and various health and human services agencies. The student who wishes to declare a Health Education major should consult with the Department Undergraduate Program Director, to be assigned an advisor and receive information about required course schedules and sequences.

Health Education Major (Bachelor of Science)

Required: Community Health Education Concentration — 124 semester hours

School Health Education Concentration — 125 to 128 semester hours (depending on Second Area of Concentration)

Concentrations

- **Community Health Education**

  Students in this concentration are prepared to design and implement health promotion programs in the community. Graduates have found careers in national, state, and local health agencies, health and human services organizations, and business and industry.

- **School Health Education**

  Students in this concentration are prepared for teaching grades K-12 in public and private schools, and school-related positions with selected community agencies. Admission into the UNCG Teacher Education program is required. See "Teacher Education", Chapter 6.

Second Area of Concentration (School Concentration)

All students majoring in Health Education (School concentration) are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement and this requirement. All students who entered the University in Fall 1989 or later as freshmen are subject to this requirement.

Admission to the Professional Program

1. Completion of at least 12 semester hours at UNCG
2. At least 2.2 grade point average upon completion of 60 credit hours.

Admission to Senior Practicum Course (HEA 428)

1. Admission to the Professional Program
2. Completion of all early field experience requirements (HEA 340 and 345)
3. At least 2.2 grade point average (overall)
4. A grade of "C" or better in all required Health courses

Admission to Student Teaching Courses (HEA 461, 462)

1. Admission to Teacher Education Program
2. Completion of all Teacher Education requirements
3. Minimum 2.5 grade point average (overall)
4. A grade of "C" or better in all required Health courses

• Community Health Education Concentration (124 semester hours)

All-University Liberal Education Requirements (AULER) (46 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)—Required: BIO 111 and one other NS course	7
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and CST 341	6
9.	Social and Behavioral Sciences (SB)—Required: PSY 221, SOC 211	6
10.	World Literature (WL)	3
11.	AULER Electives— Required: two courses from any AULER area	6

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Health Education Requirements (43 semester hours)

HEA 201, 310, 315, 320, 327, 340, 345, 360, 369, 380, 405, 425, 428, 467

Related Area Requirements (13 semester hours)

1. BIO 277, SOC 232 or PSY 347
2. Two of the following from different departments: BIO 280; HEA 333, 347; PSC 210, 323; PSY elective

Free Electives (22 semester hours)

Sufficient to complete total semester hours required for degree and concentration chosen.

• School Health Education Concentration (125-128 semester hours)

Health Education Requirements (34 semster hours)

HEA 201, 320, 327, 338, 341, 342, 345, 360, 369, 380, 425, 467

Student Teaching Requirements (12 semester hours)

HEA 461, 462, 463, 464

Licensure Requirements (10-11 semester hours)

CUI 450, and 470 or 517; ELC 381

Liberal Education, Second Area of Concentration, and Related Area Requirements

— For the Biology Second Area of Concentration:

All-University Liberal Education Requirements (AULER) (47 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)— Required: BIO 111* and 112*	8
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 and CST 341	6
9.	Social and Behavioral Sciences (SB)— Required: PSY 221, SOC 211	6
10.	World Literature (WL)	3
11.	AULER Electives Required: FNS 213 and one additional course from any AULER area	6

* AULER courses included in "Second Area of Concentration"

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (10 semester hours)

1. BIO 277**
2. Two of the following from different departments: HDF 212; HEA 310, 333, 347; PSC 210, 323; SOC 232 or PSY 347

** Contributes to "Second Area of Concentration" requirement

Additional "Second Area of Concentration" Requirements (12-14 semester hours)

1. BIO 271 or 280, 301, and 392
2. One of the following: BIO 322, 341, 354, 355, or 370

— For the History Second Area of Concentration:

All-University Liberal Education Requirements (AULER) (46 semester hours)

Same as for Biology Second Area of Concentration with exceptions noted below:

	Semester Hours
For Analytic and Evaluative Studies (AE)— HIS 311*	3
For Historical Perspectives on Western Culture (HP)—HIS 211* or 212*	3
For Natural Science (NS)— BIO 111 and FNS 213	7
For AULER Electives (EL)— Two courses from any AULER area	6

* AULER courses included in "Second Area of Concentration"

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (7 semester hours)

1. BIO 277
2. One of the following: HDF 212; HEA 310, 333, 347; PSC 210, 323; SOC 232; PSY 347

Additional "Second Area of Concentration" Requirements (18 semester hours)

1. The History Department divides its undergraduate offerings into three groups: Western Europe, United States, and the Wider World. A student must take at least 6 semester hours from each of these three groups.
2. Six hours of HIS courses at the 200 level
3. Six hours of HIS courses at the 300 level
4. Six hours of HIS courses at the 500 level

— For the Psychology Second Area of Concentration:

All-University Liberal Education Requirements (AULER) (46 semester hours)

Same as for Biology Second Area of Concentration with exception noted below:

	Semester Hours
For Natural Science (NS)— BIO 111 and FNS 213	7
For Social and Behavioral Sciences (SB)— PSY 221* **and** PSY 341* or 345*	6
For AULER Electives (EL)— Two courses from any AULER area	6

* AULER courses included in "Second Area of Concentration"

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (10 semester hours)

1. BIO 277, PSY 310**
2. One of the following: HDF 212; HEA 310, 333, 347; PSC 210, 323.

** Contributes to "Second Area of Concentration" requirement

Additional "Second Area of Concentration" Requirements (15 semester hours)

1. PSY 326 or 342 or 347
2. PSY 450 or 453
3. PSY 452 or 454
4. PSY 425 or 449 or 451
5. PSY 515

— For the Sociology Second Area of Concentration:

All-University Liberal Education Requirements (AULER) (46 semester hours)

Same as for Biology Second Area of Concentration with exception noted below:

	Semester Hours
For Natural Science (NS)— BIO 111 and FNS 213	7
For Social and Behavioral Sciences (SB)— SOC 211*, 232*	6
For AULER Electives (EL)— PSY 221 and one additional course from any AULER area	6

* AULER courses included in "Second Area of Concentration"

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Related Area Requirements (7 semester hours)

1. BIO 277
2. One of the following: HEA 310, 333, 347; HDF 212; PSC 210, 323

Additional "Second Area of Concentration" Requirements (18 semester hours)

1. SOC 314, 318, 320, 450 and 339 or 361
2. One of the following: SOC 336 or 337

MINOR IN HEALTH STUDIES

1. HEA 201; FNS 213; ESS 220; nine additional hours of health courses above the 200 level
2. Grade of C or better in courses counted toward minor
3. At least 2.2 grade point average
4. Completion of at least 12 semester hours at UNCG and a minimum grade point average of 2.2 at time of registration for the minor

NOTE: Students interested in the minor should contact the Department of Public Health Education.

PUBLIC HEALTH EDUCATION COURSES (HEA)

For Undergraduates

110 Experimental Course: Managing Your Emotional Health (1:1). Pr. Freshman or Sophomore status. • Grade: Pass/Not Pass (P/NP).
To be conducted in an interactive setting, this course will focus on how students can deal with stress and maintain their own positive emotional well-being.

156 Experimental Course: Reducing Violence (1:1). Pr. Freshman or Sophomore status. • Grade: Pass/Not Pass (P/NP).
An interactive course focusing on the occurrence and prevention of violence. Life-style issues for suicide prevention, rape prevention, and reducing the probability of assault will be targeted.

160 Experimental Course: Sexuality: Behavior and Relationships (1:1). Pr. Freshman or Sophomore status. • Grade: Pass/Not Pass (P/NP).
To be conducted in an interactive setting, this course will focus on health issues related to love, sexual behavior, gender roles, and development and maintenance of intimate relationships.

162 Experimental Course: Preventing Sexually Transmitted Diseases (1:1). Pr. Freshman or Sophomore status. • Grade: Pass/Not Pass (P/NP).
To be conducted in an interactive setting, this course will help students identify health consequences of STDs and select life-style choices to reduce their risk of an STD-type infection.

201 Personal Health (3:3). • Fulfills teacher licensure requirements. Elective for all others.
Study of determinants of healthful and safe living for various age groups; emphasis on analyses and interpretations of research methods and findings within a social ecological conceptual framework. (Formerly 201 Health: A Personal Look) *[SB, CSB]*

236 First Aid (1:1). • Students may not take both 236 and 338 for credit.
American Red Cross Standard First Aid Course leading to certification for those who qualify.

310 Emotional Health (3:3).
Consideration of positive emotional health as an integral factor in the total health and well-being of the individual.

315 Epidemiology and Disease Processes (3:3). Pr. Sophomore standing, HEA 201 or permission of instructor.
Study of the distribution and determinants of disease occurrence with emphasis on application to health education. (SP)

320 The School Health Program (3:3). Pr. 327 or 334 or permission of instructor.
Total school health program (healthful environment, health services, and health instruction including curriculum) and its contribution to health and education of children and youth. (SP)

327 Foundations for Community Health Education Practices (3:3). Pr. 201 and enrollment in health education major or permission of instructor.
Orientation to community health and principles governing it. Special emphasis on role of community health educator and his responsibilities with regard to total community health framework. (FA)

330 Family Health (3:3). Pr. 201 or permission of instructor. Elective for sophomores, juniors, and seniors.
Factors contributing to health of the family at various stages in the life cycle, with emphasis on selected health problems as they affect family health maintenance and promotion.

331 Alcohol and Health (3:3).
Analysis of alcohol use, effects, associated disorders, and preventive approaches. Emphasis upon physiological and psycho-social considerations. Exploration of behaviors, knowledge, and attitudes related to alcohol use/non-use/abuse.

333 Health of Women (3:3).
Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. Not offered every semester. (Same as NUR 330)

334 Community Health (3:3). Pr. sophomore standing.
Overview of complex social, health, and medical problems of modern society, with special emphasis on community programs for solving them. Study of programs of official and voluntary health agencies, designed to promote and protect the health of citizens, observed through field trips, discussed by guest lecturers, and studied through other forms of enrichment.

338 Safety and First Aid (3:3). • Students may not take both 236 and 338 for credit.
Study of factors essential to safety in home, school, and community, with emphasis on First Aid and emergency care knowledge and skills. Cardiopulmonary Resuscitation (CPR) included.

340 Observation and Participation in Community Health Agencies (2:2). Pr. Community Health Education Major or permission of instructor.
Observation of modern community health practice in local health agencies. With cooperation of health agency staff members, student receives practical experience through participation in selected agency activities. (FA)

341 Elementary School Health (3:3). Pr. Health Education Major or acceptance into Teacher Education Program.
Health content relevant to college students followed by analysis of such content to derive information appropriate for elementary children. Includes methodologies for conduct of elementary school health program.

342 Observation and Participation in School Health Education (2:2). Pr. School Health Education Major, or permission of instructor.
Analysis of observation and participation techniques. Observation of pupils, class activities, and teaching methods. Participation in teaching-learning process. Practical experience in observation and participation in public schools on elementary and secondary levels. (FA)

345 Field Experiences in Health Education (2:1:3). Pr. 340 or 342, 380 and admission to professional program.
Observing and assisting in health education programs in selected agencies and schools. Development of observational and teaching skills. Health education majors only. (FA)

347 Health Problems of Lower Income Groups (3:3). Pr. sophomore standing.
Ramifications of poverty-health complex in United States and social differences in physical and mental illness. Emphasis on identification of specific health problems common among the poor and detailed inspection of characteristics of poverty which contribute to these health conditions.

360 Human Sexuality (3:3).
Study of psychosocial, biological, cultural, and developmental research aspects of human sexuality emphasizing methods of sexuality research, relationships, gender issues, intimacy, sexual response, reproduction, exploitation, and dysfunctions. *[SB,CSB]*

361 Sexuality Education: Content and Methods (3:3:1). Pr. 360 and permission of instructor.
Content and methods for sexuality education among young adults. Emphasis on enhancing student understanding of sexuality through the planning and implementation of selected learning activities.

369 Lifetime Health Concerns (3:3). Pr. sophomore standing.
Selected predictable physical, mental, and social health concerns from prenatal life through adulthood. Special emphasis on prenatal life through adolescence.

380 Social and Philosophical Foundations of Health Education (3:3). Pr. sophomore standing, HEA 201, or permission of instructor.
Social and philosophical foundations of school and community health education programs in society from the perspective of historical development and current and future roles. (FA)

405 Program Planning and Evaluation (3:3). Pr. 327, 340, and 380.
Process of implementing specific health programs in the community. Total program development emphasized with attention given to defining community problems, overcoming community resistance, selecting appropriate educational methods, and conducting evaluation activities. (SP)

425 Evaluation in Health Education (3:3). Pr. admission to professional program, or permission of instructor.
Consideration of existing health education instrumentation and its construction and usage to evaluate

health knowledge, attitudes, behavior, and programs. (FA)

428 Community Health Field Work (3 to 6). Pr. 340, 345; admission to professional program; overall 2.2 GPA; a grade of "C" or better in all required HEA courses. • May be repeated for credit to a maximum of six hours. • Grade: Pass/Not Pass (P/NP).
Experience in community health agency using techniques and practices of health educators under supervision of University and agency personnel. Designed for seniors in Community Health Education and other qualified students with permission of instructor. (SP)

450 Current Health Problems (3:3).
Examination of selected health problems including cardiovascular diseases, cancer, death and dying, and others that are of current pertinence. Nature of the problems themselves as well as the impact on society.

461, 462 Student Teaching in Health Education (4), (4). Pr. admission to Teacher Education Program; completion of all prerequisite teacher licensure requirements; overall 2.5 GPA and a grade of "C" or better in all required HEA courses. • Grade: Pass/Not Pass (P/NP).
Full-time teaching of health in schools and/or appropriate teaching centers in state. Weekly seminar for evaluation and planning. (SP)

463 Seminar in School Health Education (2:2). Coreq. 461, 462.
Consideration and evaluation of student teaching experiences and identification of opportunities for future professional growth. (SP)

464 Administration of the School Health Program (2:2). Coreq. 461, 462.
Administration of the school health program, with particular emphasis on program planning, implementation, and school-community relations. (SP)

465 Elementary School Health Education (2:2).
Integration and application of principles from general education and secondary health education for grades K-6. Emphasis on content selection and teaching methodology appropriate to elementary school.

467 Teaching Methods in Health (3:3). Pr. admission to professional program.
Philosophy and practice of health education with emphasis on problem-centered teaching methodologies and instructional materials. (FA)

475 Independent Study (1 to 3). Pr. demonstrated competency for independent work and consent of academic adviser and instructor. • May be repeated once for credit.
Intensive work in an area of special interest in health education. Available to qualified students on recommendation of academic adviser and instructor.

For Advanced Undergraduates and Graduate Students

540 Seminar in Health (3:3). Pr. 320, 380, and senior standing in health education or permission of instructor.
Current problems, issues, and trends in health education and health sciences, with emphasis on analysis of research and literature.

For Graduate Students Only

600 Contemporary Problems in Health (3:3).
601 Principles of Health Promotion and Disease Prevention (3:3).
602 Epidemiology and Biostatistics (3:3).
603 Community Health Education (3:3).
605 Program Planning in Community Health Education (3:3).
606 Workshops in Health Education (1 to 3).
616 Workplace Health Promotion (3:3).
620 School Health Programs (3:3).
625 Health Program Evaluation (3:3).
635 Health Education in the Community and School (3:3).
640 Global Health Issues (3:3).
650 Field Experience in Community Health Education (3).
660 Human Sexual Relationships (3:3).
670 Adolescent Health (3:3).
676 Problems Seminar (3).
695 Independent Study (1 to 3).
697 Community Health Field Project (1-3).
698 School Health Field Project (1-3).
699 Thesis (1-3).
800 Graduate Registration (0).

School of Human Environmental Sciences

235 Stone Building

Helen A. Shaw, Professor and Dean
Edward A. Powers, Professor and Associate Dean

Programs within the School of Human Environmental Sciences prepare students for careers in the field of applied human sciences. Our science-based teaching and research programs focus on human beings in multiple environmental contexts.

Students receive a broad-based liberal education that includes University requirements and School requirements along with the courses required for their particular majors. Our programs are unique in their ability to utilize basic principles from many disciplines to solve human problems and to meet social needs.

The strong research efforts within the School serve to enhance and support highly challenging undergraduate programs. The five majors offered are:

Clothing and Textiles
Food, Nutrition and Food Service Management
Housing and Interior Design
Human Development and Family Studies
Social Work

Special facilities of the School of Human Environmental Sciences include three Child Care Education Centers, the Governor Morehead School for the Visually Impaired, the Historic Costume and Textile Collection, the Family Research Center, and the North Carolina Agricultural Research Service.

Department of Clothing and Textiles

210 Stone Building

Betty L. Feather, Professor and Chair of Department

Professors Kim, Oakland; Associate Professors Cassill, Grasso; Assistant Professor Moore; Lecturers Gibson, May-Plumlee; Adjunct Associate Professors McEnally, Williamson

The Clothing and Textiles program offers two concentrations for majors and minors: Textile Products Marketing and Textile Products Design. These concentrations prepare students for positions with companies who focus on the development, design or marketing strategies in the soft goods chain or textile related industries.

During the first two years of study, students will complete a majority of their general education requirements and begin introductory textile, design, and marketing courses. Since many students frequently change majors early in their academic careers, the majority of textiles and clothing courses are offered during the junior and senior years.

Students begin in-depth study in either Textile Products Design or Textile Products Marketing in their junior year. Design students take supporting courses in the Art Department, preferably during their sophomore and junior years. Marketing students complete sufficient courses (21 hours) in the Bryan School of Business and Economics to complete a minor in Business.

Internship experiences are completed between a student's junior and senior years. Students prepare for this opportunity by completing a pre-internship class. Internships are structured and supervised to ensure that students have a quality experience. Because of the proximity to North Carolina's textile and apparel industry, the majority of students have experiences within the state.

International exposure is built into the total curriculum beginning in the freshman year with a non-western course, "Culture, Human Behavior and Clothing", and continues throughout the program. Study of foreign languages is encouraged and international study experiences are possible.

Clothing and Textiles Major (Bachelor of Science)

Required: 122 semester hours

CONCENTRATIONS

- Textile Products Marketing

  Designed to prepare students for careers in textile products marketing such as apparel manufacturing, distribution, and retailing.
- Textile Products Design

  Designed to prepare students for careers in apparel and other textile products design and production.

All-University Liberal Education Requirements (AULER) (46 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE) Required: ATY 213	3
2.	British or American Literature (BL)	
3.	Fine Arts (FA) Required: ART 101	3

4. Historical Perspectives on Western Culture (HP) 3
5. Mathematics (MT) 3
   Required: MAT 119
6. Natural Science (NS) 7
   Required: CHE 103 or 106; CHE 110; CTX 211
7. Non-Western Studies (NW) 3
   Required: CTX 121
8. Reasoning and Discourse (RD) 6
   Required: ENG 101 or FMS 103 or RCO 101 and CST 105
9. Social and Behavioral Sciences (SB) 6
   Required: ECO 201 and SOC 211 or 232, or PSY 221
10. World Literature (WL) 3
11. AULER Electives 6

These requirements are retroactive for students who follow the 1991-92 Bulletin and Bulletins thereafter. In addition, CTX 211 and CTX 121 are approved to meet Natural Science (NS) and Non-Western Studies (NW) requirements respectively. See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Major and Related Area Requirements

CTX Core Courses For All Concentrations

CTX 121, 211, 231, 242, 312, 481

Textile Products Marketing

1. CTX 251, 261, 321, 361, 362, 372, 461, 462, 463, 530, 560
2. Related Areas: ECO 201; MGT 200, 309, 320; ACC 201; ISM 110; and one additional 3-hour course to satisfy the Business minor in the Bryan School of Business and Economics.

Textile Products Design

1. CTX 100 or competency, 244, 321, 341, 342, 372, 441, 461, 462, 530, 543, 545, 552
2. Related Areas: ART 140, and one course from ART 271, 347, 372.; ISM 110; MGT 309

Electives

Electives sufficient to complete total semester hours required for degree.

Clothing and Textiles Minor

Majors in art, history, any major in the Bryan School of Business and Economics, chemistry, or allied fields may elect a minor in Clothing and Textiles by completing 15 semester hours, one course of which must be at the 500 level. There are two areas in the CTX Department from which a student can develop a minor: Textile Products Marketing or Textile Products Design. Required courses (6 hours) for the minor are CTX 211 and 231; Housing and Interior Design students may substitue CTX 111 for CTX 211; the remaining courses can be selected from the following concentrations provided prerequisites are met:

Textile Products Marketing: CTX 251, 261, 361, 362, 372, 463, 530, 532, 560, 562

Textile Products Design: CTX 242, 244, 341, 342, 372, 441, 543, 545, 552

CLOTHING AND TEXTILES COURSES (CTX)

For Undergraduates

100 Apparel Construction Processes I (3:1:6). • For CTX majors only.
An introduction to the concepts of shaping, reinforcing, joining, and detailing textile materials in a variety of textile products. Textile Products Design students are required to successfully pass CTX 100 or a competency examination prior to enrolling in CTX 341. (SP)

111 Textiles for Interior Furnishings (3:3).
Textile fiber, yarn and fabric properties, dyes and finishes relating to quality of interior furnishings. Performance evaluation based on industry standards, end-use requirements and the use environment. (FA)

121 Culture, Human Behavior, and Clothing (3:3).
Interaction of clothing and textiles with the individual and society: sociological and psychological implications for non-western cultures. *[NW].*

211 Textile Science (3:3).
Principles of fiber science with emphasis on fiber chemical composition, physical structure, and properties; analyses of yarn and fabric structures and their characterization; and fundamentals of coloration and finishing. *[NS].*

231 Textile Products: Production, Distribution and Consumption (3:3).
Overview of the fiber-textile-apparel retail complex from raw material through consumption; includes scope and structure of the industries, auxiliary enterprises, and career possibilities.

242 Design Principles Applied to Textile Products (3:3). Pr. 211.
Application of the elements and principles of design to analysis of textile products and solution of design problems. Emphasis on textile product design evaluations through verbal and written communications.

244 Visual Communication for the Textile Products Industry (3:1:5). Pr. 242, ART 140.
Survey of industry methods for communicating design concepts and presenting finished products. Emphasis is on use of media and development of techniques for rendering fabrics and textile product designs. (FA)

251 Principles of Apparel Evaluation (3:3). Pr. 211, 231.
An examination and evaluation of ready-to-wear apparel including terminologies, production techniques and price/quality relationships. (FA)

261 Introduction to Apparel Merchandising (3:3).
Survey of apparel business focusing on fashion socioeconomics, principles governing fashions' origins and movement, and implications of these factors for apparel merchandisers. Career opportunities investigated.

312 Textile Product Performance (3:2:3). Pr. 211, CHE 103 or 106, CHE 110.
Study of the properties of textile fibers, yarns, and finished fabrics using standard methods of textile evaluation and basic statistics.

321 Social Psychology of Dress (3:3). Pr. SOC 211 or 232.
Social and cognitive processes related to the meanings people assign to clothing cues when perceiving one another. Focus on appearance-related stereotypes: age, gender, physical attractiveness, status, and ethnicity.

341 Apparel Design Techniques (3:1:5). Pr. 100, 211, 242.
Development of apparel designs by flat pattern techniques and original design process. (FA)

342 Advanced Applications of Flat Pattern Drafting Techniques (3:2:3). Pr. 341.
Flat pattern drafting techniques in development of slopers, master patterns, and original designs as well as theory and practical application of pattern grading and fit. (SP)

361 Textile Products Buying and Merchandising I (3:3). Pr. CTX 231, 261, MAT 119 or permission of instructor.
Investigation of the role and responsibilities of buyers and managers in retail operations. Fundamentals of merchandise mathematics and buying.

362 Visual Merchandising and Promotion (3:3). Pr. 242.
Application of visual merchandising to textile and nontextile products and services, through design principles and physical manipulation. (FA)

372 Survey of Historic Costume (3:3).
Survey of historic costume from prehistory to present, with emphasis on social, economic, and political events as well as various cultures that have influenced modern dress. (FA)

400 Special Problems in Clothing and Textiles (1 to 4).
Individual study. Conference hours to be arranged.

441 Computer-Aided Design for Apparel (3:1:6). Pr. 100, 242, 341.
A survey of apparel design techniques utilizing computers to facilitate the design process. Emphasis is placed on developing original designs, patterns, and markers.

461 Textile Products Industry Analyses (3:3). Pr. 12 hours in CTX; application required.
Analyses of trends and current developments influencing the textile and apparel industry. Examination of process, content, requirements, and options for self-directed learning opportunities in clothing and textiles. (SP)

462 Internship: Textile Products Design and Marketing (3:3). Pr. 18 hours in CTX; application required. • May not be taken concurrently with CTX 461.
Campus monitored, structured educational experiences in off-campus textile products industries. Site visits by professor, weekly written assignments, required oral presentations to academic and business professionals. (SU)

463 International Sourcing of Textile Products (3:3). Pr. 231.
Examination of textile products sourcing strategies, business and cultural environments, and financial transactions used in calculating business in the international marketplace. (SP)

481 Contemporary Professional Issues in Textile Products (3:3). Pr. Senior CTX majors.
Study of contemporary issues related to clothing and textiles in their social, economic and political context. Emphasis on understanding cultural differences in the global marketplace. (SP)

482 Special Problems in Textile Products Design or Marketing (1 to 4).
Individual study. Conference hours to be arranged.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

500 Supervised Professional Experience (1-4:0:3-12).
Internship with selected commercial or industrial organizations, public or private agencies in accordance with the major course of study.

513 Textile Products Analysis and Standards (3:3). Pr. 211, 312.
Process of developing and analyzing product standards as they relate to consumers, industry, and international trade. Analysis of products in relation to existing or proposed standards. (Alt SP)

521 Clothing for People with Special Needs (3:3). Pr. SOC 211 or 232, PSY 211, CTX 321 or permission of instructor.
Social-psychological factors that affect the design, manufacture, and distribution of clothing products that enhance physically challenged individuals' quality of life.

530 Economics of the Textile and Apparel Complex (3:3). Pr. 321 or graduate standing or permission of instructor.
Economics and social aspects of production, distribution and utilization of apparel and textiles.

532 International Economics of Textile Products (3:3). Pr. ECO 201, or graduate standing, or permission of instructor.
Examines theories, concepts and problems related to international trade of textile products. Studies of the impact of international production and trade of textile products on domestic and foreign economies. (SP)

543 Apparel Design by Draping (3:2:3). Pr. 341.
Principles and methods of apparel design by draping; manipulation of fabric on the three-dimensional body form; emphasis on creative solutions to design problems and the interrelationships between fabric, design, and form. (FA)

545 Experimental Product Design (3:1:5). Pr. 341, 342, 441, 543 or permission of instructor.
The interrelationship of factors involved in creative textile product design for the mass market; use of draping, advanced flat pattern techniques and computer applications, cost analysis, and production methods. (SP)

552 Textile Products Production Management (3:3). Pr. 211, 231.
Overview of management issues in textile product production including raw material selection and evaluation, computer integration, equipment selection, planning production, costing, and quality control Traditional and modular manufacturing systems are analyzed. (SP)

560 Apparel Marketing (3:3). Pr. 231, MGT 320.
An intensive analysis of marketing principles applied to the apparel industry. (FA)

562 Apparel Consumer Behavior (3:3). Pr. 321, MGT 320 or permission of instructor.
Study of environmental, individual, and psychological influences on behavior of consumers in the apparel consumption process. (SP)

572 The Age of Couture (3:3). Pr. 372.
History of clothing and fashion from 1850 to the present, with special emphasis on the major designers and their influence.

582 Problems in Textile Products Design and Marketing (2 to 6).
Individual study.

For Graduate Students Only

612 Textile Processing: Dying and Finishing (3:2:3).

614 Analysis of Fibers and Fabrication (3:2:2).

615 Advanced Textiles and Experimental Methods (3:2:2)

622 Social-Psychological Theories Related to Dress (3:3).

642 Advanced Experimental Product Design (3:1:6).

660 International Textile Products Marketing (3:3).

662 Textile Products Consumer Research (3:3).

672 Textile Conservation (3:3).

681 Directed-Individual Study in Clothing and Textiles (1 to 6).

682 Graduate Seminar (1:1).

683 Problems in Textile Products Design (1 to 3).

684 Problems in Textile Products Marketing (1 to 3).

685 Problems in Textiles (1 to 3).

686 Readings in Textile Products Design (1 to 3).

687 Readings in Textile Products Marketing (1 to 3).

688 Readings in Textiles (1 to 3).

689 Seminar in Textile Products Design and Marketing (3:3).

690 Minor Research (2 to 6).

699 Thesis (3 to 6).

799 Dissertation (1 to 12).

800 Graduate Registration (0).

Department of Food, Nutrition, and Food Service Management

318 Stone Building

Edward A. Powers, Professor, Acting Chair of Department

Professors Failla, Magee, Shaw; Associate Professors McIntosh, Taylor; Assistant Professors Green, Loo, Lovelady; Lecturer Harrison; Adjunct Professors Gruchow, Lackey, Longenecker; Adjunct Associate Professors Dignan, Lepri, Sandford; Adjunct Assistant Professors Dunn, Heinrich, McClelland; Adjunct Clinical Instructors Bittikofer, Bronner, Brossi-Alphin, Hogan, Schofield, Zuzik-Nielsen

Food and Nutrition Major (Bachelor of Science)

Required: 122 semester hours

Concentrations

- Restaurant and Institution Management (does not meet the educational requirements for ADA)
- Nutrition Science (does not meet the educational requirements for ADA)
- Dietetics Area (ADA Didactic Program in Dietetics)

Students electing the Dietetics concentration will meet minimum academic requirements for membership in the American Dietetic Association and will meet academic requirements for a dietetic internship or pre-professional practice program.

Criteria for Progression in the Major

A student must earn a grade of "C" or better in all required FNS courses at the 500-level or higher in order to graduate in each of the three concentrations offered by the department.

All-University Liberal Education Requirements (AULER) (47 semester hours)

For All Concentrations

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) Required: see following information	3
6.	Natural Science (NS) Required: BIO 111. See following information	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
9.	Social and Behavioral Sciences (SB) Required: SOC 201 or 211, and PSY 221	6

10. World Literature (WL) 3
11. AULER Electives 6

Required: see following information

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

• Specific AULER Course Requirements for Restaurant and Institution Management Concentration

Mathematics (MT): MAT 112 or 119

AULER electives, to be taken from the Social and Behavioral Sciences (SB) Area: ECO 201, 202

Natural Science (NS) AULER: May count FNS 213 for remaining NS requirement

• Specific AULER Course Requirements for Nutrition Science Concentration

Mathematics (MT): STA 108 or MAT 119

AULER Electives, to be taken from Natural Science (NS) Area: CHE 111, 114

• Specific AULER Course Requirements for Dietetics Concentration

Mathematics (MT): STA 108

AULER Electives, to be taken from the Natural Science (NS) Area: CHE 103, 104

Major and Related Area Requirements

Core Course for All Concentrations

FNS 523

Restaurant and Institution Management Concentration

1. FNS 103, 213, 309, 313, 519, 523, 532, 539, 549, 569
2. Related areas: ACC 201, 202; BIO 280; CST 206 or 207; ECO 370 or MGT 475; ISM 110 or FNS 205; MGT 200, 314

Nutrition Science Concentration

1. FNS 213, 313, 523, 531, 534, 573, 593, 527 (3-6 hrs) plus one FNS course in applied area
2. Related areas: BIO 112, 277, 355, 356, 392; CHE 112, 115, 331, 333, 351, 352, 354; MAT 119; PHY 101, 102; STA 108 or 271

Dietetics Concentration

1. FNS 103, 213, 302, 309, 313, 503, 519, 523, 531 or BIO 535, FNS 532, 573, 593
2. Related areas: BIO 112, 277, 280; CHE 110, 205, 206; ISM 110 or FNS 205; MGT 200

Electives

Electives sufficient to complete total semester hours required for degree. Approximately one-third of electives may be selected from departments in Human Environmental Sciences.

FOOD AND NUTRITION MINOR

Completion of 17-18 hours as follows:

Food Service Management Minor: FNS 103, 213, 309, 519, 532, 549 or 569

Food and Nutrition Minor: FNS 103, 213, and four of the following: 313, 503, 523, 533,543, 553, 576, 593

Food, Nutrition, Food Service Management Courses (FNS)

For Undergraduates

103 Food Selection and Preparation (3:2:3).
Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage, and preservation. (FA,SP)

205 Computer Applications in Dietetics and Foodservice (2:1:3).
Application of computer software used in word processing, data management, nutrient analysis and food service management operations. (FA)

213 Nutrition (3:3).
Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. *[NS, CLS].* (FA,SP)

302 Nutrition Science, Education and Application Processes (3:3).
Study of communication of nutrition science through nutrition education, professional literature, and public media. Evaluation and use of professional and scientific literature in nutrition and food systems. (FA)

309 Quantity Food Procurement and Production (4:2:6). Pr. 103.
Procurement and production of quantity foods with an emphasis on menu planning, pre-preparation, service, sanitation, delivery systems, select, use and care of quantity food equipment. (FA,SP)

313 Nutrition Throughout the Life Cycle (3:2:3). Pr. 213 or approval of instructor.
Principles of nutrition applied to meet the nutrient needs at different stages of the life cycle. Forces governing food availability, acceptability, nutritive quality and safety are stressed in the preparation of nutritional plans for individuals and groups. (SP)

401 Special Problems in Food, Nutrition, Food Service Management (1 to 4).
Individual study. Conference hours to be arranged.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

500 Supervised Professional Experience (1-4:0:3-12).
Supervised professional experience in selected commercial or industrial organizations, public or private agencies in accordance with the major course of study of the student.

503 Experimental Food Study (3:2:3). Pr. 103, CHE 205, 206.
Experimental study of factors regulating the preparation of standard food products. (FA,SP)

519 Food Service Management (3:3). Pr. MGT 200.
Planning, organization, and administration of institutional food service, personnel, and work units. (FA)

523 Community Nutrition (3:2:3). Pr. 313, or permission of instructor.
Current trends in community nutrition with emphasis on community services, government projects, and international health organizations. (SP)

527 Problems in Food, Nutrition, Food Service Management (2 to 6).
Individual study.

531 Nutrition and Human Metabolism (3:3). Pr. 213, CHE 205, 206.
Structure, function, and regulation of nutrients in human metabolism. (SP)

532 Analysis and Control of Food Systems (3:2:3). Pr. 309, 519.
Overview of food service cost control, financial methods and procedures necessary to forecast cost and record and control expense. (SP)

533 Cultural Aspects of Foods (3:3). Pr. 103, 213 or 313, or consent of instructor.
Food patterns and population groups; malnutrition and food habits; national and international programs toward improved food supply and food habits.

534 Nutrition and Human Metabolism Laboratory (2:1:3). Pr. CHE 205, 206, and BIO 535 or FNS 531 (may be taken concurrently).
Analytical procedures, their rationale and interpretations, applicable to the study of human metabolism.

539 Marketing for Dietitians and Food Service Management (3:3). Pr. 519.
Basic marketing principles with a focus on application to food service and dietetics where competition is requiring a more strategic approach to the promotion of ideas, concepts and products. (FA)

540 School Food Service (2:1:3).
Selection, purchase, preparation, and service of food for school lunchrooms; organization, administration, records, and cost control applicable to school lunchrooms. (Not offered every year)

543 Maternal and Infant Nutrition (3:3). Pr. 213 or equivalent, and BIO 277 or equivalent.
Nutritional needs of pregnant and lactating women, and infants; methods of evaluating nutritional status of these groups; effects of nutrition on pregnancy outcome and infant development.

549 Supervised Experience in Food Service Management (3:1:6). Pr. 309, 519.
Directed experiences in managerial problems of institutional food service.

553 Child and Adolescent Nutrition (3:3). Pr. 213 or equivalent, and BIO 277 or equivalent.
Nutritional needs of children and adolescents; methods of evaluating nutritional status of these groups; effects of nutrition on development.

559 Comparative Analysis of Food Service Systems (3:1:6). Pr. 309, 519.
Critical analysis of operational procedures of food service systems.

569 Internship in Foodservice Systems (4:0:24). Pr. 519, 205, 309, or equivalent.
Internship experience in selected foodservice operations to enhance the educational experience. 400 hours on site plus written and oral final presentation required.

573 Diet Therapy (4:3:2). Pr. 313 (may be taken concurrently); BIO 277; BIO 535 or FNS 531; and FNS 593.
Clinical aspects of nutrition. Development and use of therapeutic diets to combat nutritional diseases and physiological disorders. (SP)

576 Nutrition and Physical Fitness (3:3). Pr. BIO 277 and FNS 213 or equivalent required. ESS 375 or 575 recommended.
Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake. (Same as ESS 576) (FA)

593 Advanced Nutrition (3:3). Pr. 313, BIO 535 or FNS 531, BIO 277.
Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work, and senescence. (FA)

For Graduate Students Only

601 Directed-Individual Study in Food, Nutrition, Food Service Management (1 to 6).

602 Introduction to Clinical Dietetics (2:1:3).

605 Nutritional Assessment (4:2:6).

606 (a)(b)(c) Practicum in Clinical Dietetics (3 to 6), (3 to 6), (3 to 6).

607 Nutrition Education (3:3).

609 Seminar in Food and Nutrition (1:1) or (2:2).

613 (a) Readings in Foods (3:3).
(b) Readings in Nutrition (3:3).

619 Nutrition Consultation Methods (3:2:3).

623 Current Trends in Nutrition (1 to 3).

625 Nutrient Metabolism I (4:3:2).

626 Nutrient Metabolism II (4:3:2).

643 Nutrition and Aging (3:3).

649 Nutrition and Physical Performance (3:3).

653 Problems in Food and Nutrition (2 to 4).

670 Minor Research (2 to 6).

673 Nutrition Research Methodology (2:1:3).

693 Advanced Medical Dietetics (3:3).

699 Thesis (3 to 6).

790 Independent Doctoral Research (1-6).

799 Dissertation (1 to 12).

800 Graduate Registration (0).

Department of Housing and Interior Design

239 Stone Building

Novem Mason, Professor and Chair of Department

Associate Professors Leimenstoll, Lambeth; Assistant Professors Matthews, Rawls, Ziff; Lecturer Temple; Adjunct Associate Professor Herman; Adjunct Assistant Professor Hammett

Interior Design Major (Bachelor of Science)

Required: Five years of study, 142 semester hours

The Interior Design program is structured around a continuing sequence of studio courses which help the student develop a deepening mastery of the processes of designing architectural interiors.

The first year presents small-scale problems that take the student through the total design process, from problem identification to graphic communication of the solution.

Second-year design studios focus on the development of scale and proportioning systems within the context of interior spaces. Communication skills are stressed.

Third- and fourth-year studio courses deal with typical interior environments, with emphasis on institutional and commercial interiors, but also including residential design, historic restoration, and adaptive reuse. Attention is also directed toward the environmental needs of special groups. Support courses enable the student to develop skills and concepts that can be tested in the studio.

Twelve semester hours may be completed either through Advanced Interior Design Studio courses in the fifth year, or through a combination of the Interior Design Internship option and Advanced Interior Design Studio. The Internship option provides opportunity for experiential learning in a design business, government or health care agency, while fifth-year studio courses provide opportunity for independent project work.

Accrediatation

The Interior Design program is accrediated by the Foundation for Interior Design Education Research (FIDER) for a six-year period ending July 31, 1999.

Departmental Admission

Enrollment in the Interior Design program is limited. Students who indicate interest in the Interior Design major on their University application will receive information on departmental admission. Students are admitted on evidence of scholastic and design potential, motivation, and self-direction. A personal interview is required. Students will not be allowed to take interior design courses unless they have been formally admitted to the Interior Design program.

Transfer students applying for advance studio placement must present to the Interior Design screening committee portfolio and transcript evidence of relevant achievement through prior course work or experiences. Transfer students seeking entry into the program must have at least an overall 2.5 grade point average in completed coursework.

In order to remain in the Interior Design major, students must maintain a minimum overall 2.0 grade point average in the University and in interior design studio courses. Students are responsible for purchase of equipment and studio supplies.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
	Required: ART 100 or 101	
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives (from any area listed above or foreign language)	6

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

HID 101, 102, 201, 202, 301, 302, 411, 412, 501

Support courses: HID 111, 112, 121, 122, 211, 212, 221, 222, 252, 311, 331, 332, 333, 431, 451, 452, 453; CTX 111

Six semester hours from among the following: HID 432, 502, 527, 531, 543, 548

Electives

Nine semester hours of electives which may be taken in one focused area of study that supports a special Interior Design interest.

Housing and Interior Design Courses (HID)

For Undergraduates

101, 102 Basic Environmental Design I, II (3:0:6), (3:0:6). Pr. admission to the Interior Design Program; to be taken concurrently with 111, 112.
Investigation of space design at small scale while exploring properties of basic materials. Development of conceptual thinking.

111, 112 Perception and Communication I, II (2:0:4), (2:0:4). Pr. admission to the Interior Design Program; to be taken concurrently with 101, 102.
Studies designed to increase perceptual awareness and communication skills through exercises in various design and communications media and by investigation of pertinent theoretical concepts and established procedures.

121 Design Graphics I (2:0:4). Pr. admission to the Interior Design Program; to be taken concurrently with 101 and 111.
Basic technical drawing processes and skills using tee squares, parallel bars, triangles, templates, and scales to produce measured drawings as applied to architectural, interior and furniture design. (FA)

122 Design Graphics II (2:0:4). Pr. 121; to be taken concurrently with 102 and 112.
A continuation of HID 121. (SP).

201, 202 Basic Environmental Design III, IV (4:8), (4:8). Pr. 102.
Design investigations of spaces as articulated by the interaction of individual and place. Introduction to light and color with ongoing study of materials. Emphasis placed on cognitive understanding of design process.

205 The House and Its Furnishings (3:3). • Open to non-majors.
Evaluation of housing alternatives; planning furnishings according to space use, aesthetics, economy, and individuality.

211, 212 Visual Communication I, II (2:0:4), (2:0:4). Pr. 112.
Visual communication processes as they support design activities. Two- and three-dimensional studies as related to conceptual and definitive aspects of the design process. Exercises aimed at developing a mastery of both technical and non-technical methods of visual communication.

221, 222 History of Design I, II (3:3), (3:3).
Survey of design forms evolved in response to man's needs for community, architecture, furnishings, and artifacts from pre-historic periods through the modern era with reference to cultural, political, and technological movements which affected their development.

252 Introduction to Professional Practice (2:2:0). Pr. 211, or departmental approval.
Theory, process, content, and options for internships and entry level design employment; defining goals and objectives, preparation of resumé and portfolio, mock interviews, survey of career options in interior design. (SP)

301 Interior Design I (4:8). Pr. 202, 212.
Design investigations of increasingly complex spaces as articulated by the interaction of individual and place. Ongoing emphasis on light, color, materials and structure as aspects of space design.

302 Interior Design II (4:8). Pr. 301.
Design investigations of spaces of increasing scale and complexity as articulated by the interaction of indivudual and place. Special emphasis on social and behavioral aspects of interior design and the responsibilities of the designer to society.

311 Computer-Aided Design for Interior Architecture (3:3:0). Pr. 102, 112. Required of all majors.
Introduction to computer-aided design technology, historical context, and professional use in interior design. Student use of CAD equipment and production of design drawings.

331 Social and Behavioral Aspects of Interior Design (3:3). Pr. 201.
Introduction to literature and methods of environmental design research as it applies to interior environments.

332 Materials and Structures of Interior Architecture (3:3). Pr. 101, 102, 201.
Investigation of building materials, structural elements, environmental controls, mechanical systems and other components of interior architecture. Emphasis placed on historical precedents and contemporary applications.

333 Interior Environmental Systems (3:1:4). Pr. 202, 212, 332.
Variables in climate, mechanical, electrical, plumbing, detection, and conveyance systems and their effects upon interior spaces. Lecture and laboratory investigation of design with environmental control components and systems.

355 Housing and Community (3:3).
Introduction to housing as an environment for living. Sociological, psychological, economic, and technological aspects of shelter explored from both historical and contemporary perspectives.

411 Interior Design III (4:8). Pr. 301, 302.
Design investigations of multi-function environments incorporating understanding of light, color, materials, structure and technology.

412 Interior Design IV (4:8). Pr. 411.
Design explorations encompassing the full range of interior design scale and complexity. Emphasis on individual competence with respect to design process.

431 Interior Lighting Design (3:1:4). Pr. 101, 102, 301.
Exploration of light as a design element in interior architecture: uses and control of light, lighting fixtures, and lighting installation for desired effect. Emphasis placed on experimentation with light in relation to other elements.

432 Special Problems in Interior Design (1 to 4). Pr. consent of instructor with whom student wishes to work.
Independent study of topics of special interest. Conference hours to be arranged.

451 Professional Practice in Interior Design (3:3). Pr. open to third-, fourth-and fifth-year students in interior design.
Investigation of business, legal, ethical aspects of professional practice in interior design by students, staff, and guest speakers.

452 Internship in Interior Design (4 to 6). Pr. 252 and consent of instructor. • May be taken twice for total of 10 semester hours credit.
Design-relevant internship experiences in off-campus organizations. Approved learning plan required prior to beginning experience; enrollment in 453 in semester following.

453 Interior Design Internship Seminar (1:0:2). Pr. 252 or consent of instructor; 452; consent of instructor required to take concurrently with 452. • May be repeated for a total of 2 semester hours credit.
Follow-up seminar for internships. Presentation of individual internships, identification of pervasive problems, group projects to address these problems.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

499 Studio Problems in Interior Design (4 to 6). Pr. open only to students accepted in the Accelerated Option in Interior Design.
Investigation of design problems formulated in collaboration with faculty and that develop competencies equivalent to those covered in interior design studio courses.

For Advanced Undergraduates and Graduate Students

500 Supervised Professional Experience (1-4:0:3-12).
Supervised professional experience in selected commercial or industrial organizations, public or private agencies.

501, 502 Advanced Interior Design I, II (6:0:12), (6:0:12).
Advanced design problems having complex functional, social, and economic implications, with emphasis on problem identification, formulation, and design development through the collaborative efforts of a design team.

527 Problems in Interior Design (2 to 6).
Individual study.

531 Design Seminar (2:2). Pr. consent of instructor. • May be repeated for a total of 4 hours credit.
Investigation of current research and subjects of topical interest in environmental design.

535 Lighting Design (2:2).
Study of environmental lighting.

536 History of Decorative Arts (3:3).
Study of stylistic and cultural developments in the decorative arts with special concentration on America.

543 Historic Preservation: Principles and Practice (3:3). Pr. HID 221, 222, or permission of instructor.
Study of change in historic preservation theory and practice since the 1800s with emphasis on preservation of built environment. Development of philosophical approach for designers to contemporary preservation projects. (Same as HIS 543)

548 Architectural Conservation (3:3). Pr. HID 332, 301, or permission of instructor.
Overview of contemporary architectural conservation principles, practice and technology. A series of field exercises, group projects and investigation of an individual research topic expand upon lectures and readings. (Same as HIS 548)

For Graduate Students Only

601 Directed Individual Study in Interior Design (1 to 6).

602 Advanced Interior Design III (6).

611 Graduate Seminar (0).

630 Fundamentals of Laboratory Research in Housing and Interior Design (3:3).

631 Environmental Design Research (3:3).

645 Seminar in Housing and Interior Design (3:3).

665 Problems in Housing and Interior Design (2 to 4).

699 Thesis (3 to 6).

800 Graduate Registration (0).

Department of Human Development and Family Studies

Stone Building

Peggye Dilworth-Anderson, Professor and Acting Chair of Department

Excellence Fund Professors Kivett, Rodman; Professors Farran, Lange, Powers, Watson; Associate Professors MacKinnon-Lewis, Morgan, Pasley, Tudge; Assistant Professors Cassidy, Gray, Kerpelman, Marshall, Shoffner; Adjunct Faculty Canaday, Clawson, White; Lecturer Taylor

Emeritus Professors Canaday, Clawson, Johnson, Smith, Voss; Emeritus Associate Professor White

The Department of Human Development and Family Studies offers an undergraduate program leading to the Bachelor of Science Degree in Human Development and Family Studies. The programs include the study of the development of individuals and families throughout the life span, seeking to improve their well-being through the creation, use, and dissemination of knowledge. Programs of study in the department are multidisciplinary, requiring a synthesis of knowledge from the social and behavioral sciences, and from the field of education. The goal of the Human Development and Family Studies Department is to provide the best opportunity in North Carolina for undergraduates to prepare for careers in child, adolescent, adult, aging and family care services; in business and community consumer services for families; teaching at the preschool level; and in cooperative extension and state agencies.

The **Human Development major** offers students the choice of four options. The Developmental Foundations in Preschool Education option prepares students for careers in child care centers and agencies, private kindergartens, and hospitals. Teacher licensure in Birth through Kindergarten education is available in this option. The Child and Adolescent Development in the Family option prepares students for careers in community agencies that serve children, adolescents, and their families. The Adult Development and Aging in the Family option prepares students for careers in community agencies that serve adults, the elderly, and their families. The Business and Community Services for Individuals and Families option prepares students for family and consumer related careers in business, industry, and governmental and community service agencies.

The internship program within the Department as well as student organizations provide students with opportunities for professional experiences in the career field of their choice. The Department also administers the Child Care Education Programs at three sites with an enrollment of 80 children in all-day care; two Curry Mainstream Preschools are operated in conjunction with the Governor Morehead School for the Blind, and the Guilford County Schools. All serve as laboratories for the study of children and their families. The Family Research Center conducts research and policy studies that are aimed at improving life for children and families.

Admission to the Human Development Major

Any student may declare Human Development as a major upon entering the university. Students must meet the department requirements of the current catalog at the time they declare Human Development as their major.

Declaring Human Development as a major does not assure admission to the program. A student must be formally admitted to the Department of Human Development and Family Studies to register for advanced courses and complete work for the degree.

Criteria for Admission:

1. Completion of the following group of foundation courses with a C or better: HDF 211, 212, and 302 or 303
2. 51 semester hours (junior standing) with a minimum overall GPA of 2.2
3. Transfer students with 51 semester hours may apply for admission after completing 12 semester hours at UNCG.

Students will not be permitted to take upper division courses in the department (HDF 412, 425, 435, 441, 452, 460, 500, 512, 522, 532, 542, 552, 560, 582) unless they have been formally admitted to the major (or in the case of non-majors, have the permission of the instructor).

Admission forms are available in the department office in Stone Building. Admission should normally be sought during the second semester of the sophomore year.

HUMAN DEVELOPMENT AND FAMILY STUDIES MAJOR (BACHELOR OF SCIENCE)

Required: 122 semester hours

All-University Liberal Education Requirements (AULER) (45-46 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated under appropriate options:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6 or 7
	(Please see specific requirements listed under appropriate Option)	
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	
9.	Social and Behavioral Sciences (SB)	6
	Required: PSY 221 and one other course (see Options)	
	(Please see specific requirements listed under appropriate Option)	
10.	World Literature (WL)	3
11.	AULER Electives (from any area listed above or foreign language)	6
	(Please see specific requirements listed under appropriate Option)	

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

OPTION I: Developmental Foundations in Preschool Education

Ia. Non-Licensure

1. Foundation Courses: HDF 211*, 212*, 302, 410, 411
   * taken as AULER courses
2. Skills and Professional Courses: 425, 435, 441, 452, 522, 532, 552, 560 (6 sh)

3. AULER Requirements as outlined on p. 281, to include these specific required course(s):
   For the Natural Science Area (NS)
   Required: BIO 111 and FNS 213 — 7 semester hours
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 221 and HDF 302 — 6 semester hours
   For the AULER Electives (EL)
   Required: HDF 211 and HDF 212 — 6 semester hours
4. Additional requirements outside HDF: HEA 236 or NUR 345; MUS 361 or ART 367; EDC 240 or PSY 412; LIS 556 or CUI 346

Ib. Birth Through Kindergarten Teacher Licensure

1. HDF Major Requirements: — 21 semester hours
   HDF 211*, 212*, 302, 410, 411, 412, 452, 532, 552
   * taken as AULER courses
2. AULER Requirements as outlined on p. 281, to include these specific required course(s):
   For the Mathematics Area (MT) — 3 semester hours
   Required: MAT 112
   For the Natural Science Area (NS) — 7 semester hours
   Required: BIO 111 or CHE 106-110, and GEO 103 or 311
   For the Social and Behavioral Sciences Area (SB) — 6 semester hours
   Required: HDF 212 and PSY 221
   For the AULER Electives (EL) — 6 semester hours
   Required: FNS 213 and HDF 211
3. Integrated Methods Courses — 11 semester hours
   HDF/CUI 425, 435, 441
4. Teacher Education Requirements* — 30-31 semester hours
   CUI 240, 516; ELC 381; ESS 551; HDF 460 (12 sem hrs); NUR 345 or HEA 369
   Two courses to be selected from the following: ART 367, BCT 596, DCE 345, LIS 556 or CUI 346, MUS 361
5. Interdisciplinary Course Requirements — 12 semester hours
   CED 310; EDC 240 or PSY 412; SWK 584

*NOTE: To be admitted to Teacher Education, students must achieve a 2.5 overall GPA and a passing score on PRAXIS. Students are also required to be certified in First Aid and CPR prior to student teaching.

OPTION II: Child and Adolescent Development in the Family

1. Foundation Courses: HDF 211*, 212*, 302, 303, 405, 410, 411, 522
   * taken as AULER courses
2. Skills and Professional Courses: HDF 412, 500 (6 sem hrs)
3. AULER Requirements as outlined on p. 281, to include these specific required course(s):
   For the Natural Science Area (NS)
   Required: BIO 105 and FNS 213 — 6 semester hours
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 221 and HEA 360 — 6 semester hours
   For the AULER Electives (EL)
   Required: HDF 211 and HDF 212 — 6 semester hours
4. Additional requirements outside HDF: MGT 200; SWK 560 or 584; PSY 341 or 346 or 347; HEA 331 or 347; CED 310; SOC 222 or 312 or 317 or SWK 312; HEB 210 and 377

OPTION III: Adult Development and Aging in the Family

1. Foundation Courses: HDF 211*, 212*, 303, 304, 405, 410, 411, 562
   * taken as AULER courses
2. Skills and Professional Courses: HDF 412, 500 (6 sem hrs)
3. AULER Requirements as outlined on p. 281, to include these specific required course(s):
   For the Natural Science Area (NS)
   Required: BIO 105 and FNS 213 — 6 semester hours
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 221 and SOC 211 — 6 semester hours
   For the AULER Electives (EL)
   Required: HDF 211 and HDF 212 — 6 semester hours
4. Additional requirements outside HDF: HEA 334 or 347 or 369; MGT 200; SOC 586 or PSY 506; SWK 550 or 570 or 580; HEB 210, 377, 410; CED 310; LES 222 or 231

OPTION IV: Business and Community Services for Individuals and Families

1. Foundation Courses: HEB 210, 410; HDF 211, 212, 303, 304, 405, 410, 512
2. Skills and Professional Courses: HEB 377, 557; HDF 500; three courses from either the Business or Community emphasis:
   Business emphasis: CST 106: HDF 525; MGT 309
   Community emphasis: CED 310; ENG 327; HDF 522
3. AULER Requirements as outlined on p. 281, to include these specific required course(s):
   For the Natural Science Area (NS)
   Required: FNS 213 plus one other NS course — 6 semester hours
   For the Reasoning and Discourse Area (RD)
   Required: ENG 101 and CST 105 or 341 — 6 semester hours
   For the Social and Behavioral Sciences Area (SB)
   Required: PSY 221 and SOC 211 — 6 semester hours
   For the AULER Electives (EL)
   Required: ECO 201 and HDF 211 — 6 semester hours
4. Cognate Courses: one of the following minors is required as a cognate:
   Business Minor: ACC 201; ECO 201, 202; FIN 300; MGT 200, 314, 320
   Sociology Minor: SOC 311, 312, 326, 327, 351
   Social Work Minor: SWK 215, 310, 311, 312, and one SWK elective at the 500-level

Electives

Electives sufficient to complete total semester hours required for degree. No more than one third may be human environmental sciences courses.

HUMAN DEVELOPMENT AND FAMILY STUDIES MINOR

Completion of 18 hours in HDF courses: HDF 211, 212, 302 or 303 or 304, and 410 or 411; 6 additional hours from HDF 412, 512, 522, 552.

HUMAN DEVELOPMENT AND FAMILY STUDIES COURSES (HDF)

For Undergraduates

211 Life Span Development in the Human Environment (3:3).
Development of human beings prenatally through death. Emphasis on environmental interactions across the life span. This is a foundation course for Human Development majors. *[SB, CSB].*

212 Developmental Patterns of the Family (3:3).
Developmental characteristics, behavior, and interpersonal relations among family members in various stages of family life cycle. *[SB, CSB].*

302 Infant and Child Development in the Family (3:3). Pr. 211, 212 for majors, or consent of instructor.
Examination of contemporary theories, methods and research findings in the study of development from conception through middle childhood. The role of the family, peers, and school will be emphasized. *[SB, CSB].*

303 Adolescent Development in the Family (3:3). Pr. 211, 212 for HDF majors.
Examination of theories, methods, and research findings in the study of development from pre-adolescence through post-adolescence. Ecological perspectives associated with the role of family, peer group, and school on individual development.

304 Adult Development in the Family (3:3). Pr. 211 and 212 or permission of instructor.
Examination of growth and development from early to late adulthood in the context of family life. Emphasis on the major stages of adulthood as they relate to family functioning.

346 Consumer Decision Making (3:3). Pr. junior standing, 212, or HEB 210, or consent of instructor.
Introduction to rational decision-making in relation to consumer purchases, financial services, and economic changes. Study of consumer protection, consumer fraud, and consumer rights and responsibilities.

401 Special Problems in Human Development and Family Studies (1 to 6).
Individual study. Conference hours to be arranged.

405 Family Resource Management (3:2:3).
Management of human, economics, and environmental resources, examination of managerial behaviors of individuals and families including: valuing, goal setting, problem solving, and decision-making, planning and implementation.

410 Cultural Variations in Families and Children (3:3). Pr. 211, 212, 302 or 303.
The study of children and families that vary as a function of differing cultural family backgrounds (nation of origin, religious orientation, ethnicity) and social stratification.

411 Individual Variations in Families and Children (3:3). Pr. 211, 212, 302 or 303.
The study of children and child-family relationships that vary as a function of atypical development and behavior in the children or variant family forms (single parent families, stepparent and extended families).

412 Family Observation and Assessment (3:3). Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.
Examination of fundamentals of observing and assessing family functioning. Review of self-report measures and observational techniques for assessing family functioning. Experience in administration, data reduction, and reporting will be included.

422 Interrelationships between Families and the Community (3:3). Pr. 211, 212, 302 or 303.
Multifaceted interrelationships between families and the community. Implementation of public policy. Observation and participation in community agencies serving families.

425 Infant and Toddler Programs: Foundations and Methods (4:3:3). Pr. 211, 302, CUI 240. Formal admission to Human Development major or permission of instructor required.
Theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs. Laboratory experience required. (Same as CUI 425)

435 Preschool Curriculum (4:3:3). Pr. 211, 302, CUI 240. Formal admission to Human Development major or permission of instructor required.
Provides information on principles and components of preschool curricula, and strategies of learning for preschool children. Emphaisis includes preschool children with and without disabilities. Laboratory experience is required. (Same as CUI 435)

441 Managing Preschool Children's Environments (3:3). Pr. 211, 302, CUI 240. Formal admission to Human Development major or permission of instructor required.
Principles and methods of working with typical and atypical preschool children. Emphasis on identifying and evaluating strategies for enhancing children's development with a program setting. (Same as CUI 441)

446 Family Economics (3:3). Pr. 346.
Economic principles applied to family formation, market and non-market work, household consumption, production, investment activity, and leisure. Discussion of human capital, fertility and economic well-being.

452 Child Observation and Assessment (3:3). Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.
Theoretical, practical, ethical issues in the observation and assessment of children. Laboratory assignments cover direct observation, questionnnaires and standardized testing. Applications for research, education, diagnosis, program evaluation will be discussed.

460 Supervised Student Teaching and Seminar (12:3:27). Pr. HDF/CUI 425, 435, 441.
Supervised student teaching in a preschool setting under direction of a cooperating teacher with university supervision. Full-time teaching assignment in a preschool setting for a full semester with weekly seminars.

475 Research Methods in Human Development and Family Studies (3:3). Pr. STA 108, HDF 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.
An introductory examination of human development (child and family) research methods designed to provide an understanding of scientific inquiry, methodology, measurement, test construction, scaling, and statistical terms and techniques.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

500 Supervised Professional Experience (1-6:0:3-12). Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.
Supervised professional experience in selected commercial or industrial organizations, public or private agencies.

502 Changing Roles of Men and Women (3:3). Pr. 211, 212, 410 or permission of instructor.
Philosophical, political, and technological influences on roles of men and women in the past, present, and future and their relationship to the family.

510 Child and Family Ecology (3:3). Pr. 412 and 452, or graduate standing.
Study of children and families in their social contexts; examination of issues such as parent-child relations, child maltreatment, divorce and single-parent families, and work-family linkages.

512 Current Family Theory and Research (3:3). Pr. 211, 212, 302, or 303; admission restricted to degree candidates or by permission of instructor. Formal admission to Human Development major or permission of instructor required.
Topical issues concerning family function: e.g., single parenting, teen pregnancy, alternative family forms, ethnic and racial minorities, and parent care. Provides broad background in research/theories. Writing and editing emphasized.

522 Theories and Principles of Parenting (3:2:3). Pr. 211, 212, 302 or 303, 410 or 411; admission restricted to degree candidates or by permission of instructor. Formal admission to Human Development major or permission of instructor required.
Overview of parent education with special emphasis on parent-child relationships; problems and procedures of teachers working with children and/or families; problem areas and implications of research with parents and their children.

525 Work and Family Linkages (3:2:2). Pr. 346 or equivalent.
Principles of work simplification and their application to specific situations of work in and out of the home, and to how it influences family relations. (Not offered every year)

526 The Consumer in a Market Economy (3:3). Pr. 346, ECO 201 or equivalent.
Consumer issues connected with the market economy. Emphasis on joint interest of consumer, industry, and government. Areas covered include marketing structure and functions, consumer rights and responsibilities, technology of consumption, and environmental issues.

527 Problems in Human Development and Family Studies (2 to 6). Pr. 211, 212.
In-depth study of new areas in child and family studies such as: children and technology; multicultural families; developmental consequences of child maltreatment.

532 Foundations of Preschool Education (3:3). Pr. 211, 212, 302. Formal admission to Human Development major or permission of instructor required.
Philosophies, principles, methods, and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities.

542 Methods of Preschool Instruction (3:3). Pr. 211, 212, 302. Formal admission to Human Development major or permission of instructor required.
Principles and components of preschool activities with emphasis on developmental appropriateness in creative materials and guidances of experiences. Laboratory experience required.

545 Family Finance (3:3). Pr. 346, 446 or 3 hours in economics.
Use of financial resources as situations, needs, and preferences of families differ or change.

552 Current Developmental Theory and Research (3:3). Pr. 211, 212, 302 or 303. Formal admission to Human Development major or permission of instructor required.
Seminar designed to examine current issues in development. Emphasis placed on current research literature, theories, and applications across the lifespan. Writing and editing are emphasized.

560 Supervised Teaching in Preschool Centers (3:1:8) or (6:1:17). Pr. 211, 212, 302, 411, 532, 542. Formal admission to Human Development major or permission of instructor required.
Planned experiences under supervision for students teaching children enrolled in the preschool centers and community agencies.

562 Family Gerontology (3:2:3). Pr. 211, 212, and consent of instructor.
Study of the older family members and their relationships with other family members in regard to their physical, social, and environmental situations, life adjustment, and sources of assistance. Observation and participation included.

582 Administration of Dependent Care Programs (3:3). Pr. 211, 212, 302 or 303, 532 or equivalent. Formal admission to Human Development major or permission of instructor required.
Major areas of planning and administering dependent care programs, including programming, scheduling, reporting, financing, housing, equipping, staffing, and working with families.

589A Experimental Course: Black Families (3:3).
Course will cover the development, current status, and future of the black family in the United States. Special attention will be given to its interrelationship with other social institutions.

589B Experimental Course: Children and Technology (3:3).
Explores the impact of technology on children and their families. Topics directed at the current status and future directions of information/learning technology found in children's contexts. Will involve some hands-on computer-based skill training.

For Graduate Students Only

601 Directed-Individual Study in Human Development and Family Studies (1 to 6).

602 Problems in Human Development and Family Studies (2 to 4).

605 Advanced Family Resource Management (3:3).

606 Social and Economic Problems of the Family (3:3).

608 Personality and Social Development (3:3).

610 Child Development in Cultural Context (3:3).

612 Seminar in Parent-Child Relations (3:3).

618 Intellectual Development in Young Children (3:3).

621 Advanced Theories and Principles of Parenting (3:2:3).

622 Family Life Education (3:3).

628 The Family in the Middle Years (3:3).

630 Research Methods in HDFS (3:3).

632 Infant Development (3:2:3).

641 Advanced Theory and Research in the Family (3:3).

642 Family Theory (3:3).

651 Advanced Child Development (3:3).

652 Theories of Human Development (3:3).
660 Families of Individuals with Special Needs (3:3).
662 The Family in Comparative Perspective (3:3).
665 Family Decision-Making Processes (3:3).
672 Divorce and Remarriage (3:3).
689 Professional Seminar I (1:1).
690 Professional Seminar II (1:1).
692 Contemporary Family Life (3:3).
699 Thesis (3 to 6).
712 Advanced Research Design in HDFS (3:3).
752 Theory Development and the Family (3:3).
765 College Teaching Practicum in Human Development and Family Studies (2).
790 Independent Doctoral Research (1 to 6).
799 Dissertation (1 to 12).
800 Graduate Registration (0).

HOME ECONOMICS IN EDUCATION AND BUSINESS COURSES (HEB)

For Undergraduates

210 Aspects of the Personal Environment (3:3).
Study of reciprocal relationships between families and environments. Emphasis given to family needs, stage in the life cycle, and lifestyles as they are influenced by cultural, social, political, economic, and technological forces.

267 Introduction to Home Economics Education (in the Public Schools) (2:2).
Nature and scope of home economics in the public schools with particular emphasis on its relationship to total educational experience. Required observation and participation in teaching-learning environments included.

357 Curriculum and Teaching Methods in Home Economics (3:3). Pr. PSY 221 or consent of instructor.
Principles of education applied to curriculum and methods of teaching home economics.

377 Professional Orientation to Business and Community Services for Individuals and Families (3:3).
Identification and exploration of business and community service careers related to individuals and families.

401 Special Problems in Home Economics in Education and Business (1 to 4).
ndividual study. Conference hours to be arranged.

410 Current Issues Affecting Women and Families (3:3).
Contemporary and changing issues affecting individuals and families and their environment. Multidisciplinary approach to decision making and problem-solving.

467 Supervised Teaching in Home Economics (9). Pr. 357, 478, 507, 508; senior standing with 2.50 grade point average.
Supervised student teaching under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for 10 weeks.

478 Planning and Evaluating the Consumer and Homemaking Program (3:2:3). Pr. 357.
Emphasis on time management, planning, instructional, behavior management, human relations, and professional growth skills for effective teaching in home economics.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

500 Supervised Professional Experience (1-4:0:3-12). Pr. 377 for BCS majors and a 2.0 grade point average. This applies to students entering the major during and after 1988-89.
Supervised professional experience in selected commercial or industrial organizations, public or private agencies.

507 Occupational Home Economics Practicum (1-3:3-9). Pr. consent of instructor. May be repeated for a total of 3 semester hours.
Planned work experience in one or more specialized home economics related areas approved in advance by instructor. Coordinating conferences and seminars.

508 Occupational Home Economics (3:2:3). Pr. 507.
Emphasis on legislation, scope, organization, implementation, and evaluation of laboratory and cooperative occupational home economics programs. Home economics related work experience required.

518 Methods in Adult Home Economics Programs (3:3).
Emphasis on scope, organization, implementation, and evaluation of programs for teaching adults in a variety of professional settings related to home economics.

527 Problems in Home Economics in Education and Business (2 to 6).
Individual study.

557 Informational Processes in Human Environmental Sciences (3:3). Pr. COM 112 or 341, and 18 semester hours human environmental sciences subject matter content or permission of instructor; computer literacy required.
Application of communication skills, demonstration techniques, and design principles in presenting information related to human environmental sciences. Use of computers to facilitate presentation of information.

567 Application of Microcomputers in Home Economics (3:3). Pr. basic understanding of computers or consent of instructor.
Application of word processing, data base management, and filing system software in each area of human environmental sciences in educational, business, and home settings. Impact of technology on individuals and families.

597 Survey of Pre-Vocational Education (3:3). Pr. permission of department head.
Designed primarily for pre-vocational education teachers. Emphasis on philosophy and organization of vocational education programs in North Carolina, curriculum and instructional design, sources and uses of occupational information, and program evaluative measures. (Same as BME 597)

598 Curriculum and Classroom Organization of Pre-Vocational Programs (3:3). Pr. permission of department head.
Designed for pre-service and in-service teachers of pre-vocational programs. Emphasis on curriculum development, teaching techniques, resources, facilities, and evaluation. (Same as BME 598)

For Graduate Students Only

601 Directed-Individual Study in Home Economics in Education and Business (1 to 6).

607 Contemporary Issues in Home Economics Education (1 to 6).

611 Graduate Seminar (0).

617 Practicum (3).

627 New Perspectives in Home Economics Education (3:3).

630 Fundamentals of Laboratory Research in Home Economics in Education and Business (3:3).

637 Supervision in Human Environmental Sciences (3:3).

640 Design and Philosophy of Research in Human Environmental Sciences (3:3).

657 Evaluation in Human Environmental Sciences (3:3).

668 Group Work Techniques and Interpersonal Relations (3:3).

670 Minor Research (2 to 6).

677 Curriculum in Home Economics (3:3).

699 Thesis (3 to 6).

740 Human Environmental Sciences in Higher Education (3:3).

799 Dissertation (1 to 12).

800 Graduate Registration (0).

Department of Social Work

451 Graham Building

T. B. Scullion, Professor and Acting Chair of Department

Associate Professors Rife, Wineburg; Assistant Professors Hurd, Janowitz, Lindsey; Lecturers Dennison, Moore

Social Work Major (Bachelor of Science)

Required: 122 semester hours.

The purpose of the Social Work major is to prepare students for entry level practice in social work and human services. This is a professional program of study which is strongly grounded for the first two years in liberal arts; the second two years focus on the professional curriculum. The program prepares students for work with individuals, families, groups, and communities.

Accreditation

The program is accredited by the Council on Social Work Education for a seven year period ending in June, 1997.

Admission to the Social Work Major

The student who wishes to formally declare Social Work as a major should consult with the department Admissions Coordinator. Admission to the major is based upon:

1. Satisfactory completion of SWK 215 with a minimum grade of C.
2. A minimum University GPA of 2.0
3. Presenting a completed application form and receiving a favorable recommendation from the Admissions Coordinator

Admission to Field Instruction

1. Prior admission to the Social Work Major.
2. Completion of the following courses or their equivalent: BIO 105, ECO 101, HDF 212, PSC 200, PSY 221/223, STA 108, SOC 211, and a foreign language at the elementary level.
3. Completion of 84 hours with a 2.3 grade point average
4. Satisfactory completion of all early field experience requirements
5. Satisfactory completion of SWK 215, 310, 311, 312, 325, and 351, with a minimum grade of C. No Social Work course may be taken more than twice.
6. An application process and approval of the Director of Field Instruction.

General Information

Admission to the University does not constitute acceptance to the department. Community social work agencies cooperate with the Department of Social Work in providing field work experiences for the students. The number of students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for student placement and there may be delay in meeting that part of the graduation requirements.

Students enrolled in the practice sequence are individually responsible for their own transportation to and from community agencies. Some agencies require students to provide proof of liability and malpractice insurance. Insurance information is available in the departmental office.

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE)	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT)	3
6.	Natural Science (NS)	6
	Required: BIO 105 and one other NS course	
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD)	6
	Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	
9.	Social and Behavioral Sciences (SB)	6
10.	World Literature (WL)	3
11.	AULER Electives	6

All Social Work majors must establish foreign language proficiency at the elementary level (0-6 semester hours); any remaining elective hours may be taken from any of the areas specified above.

See pp. 69-71See pages 48-49 for a detailed listing of courses meeting AULER area requirements.

Major Requirements

1. Admission to Field Instruction. SWK 215, 310, 311, 312, 325, 351.
2. Practice sequence. SWK 411, 412, 413, 414, 415, and 416.
3. Six hours in social work at the 500-level.

Related Area Requirements:

1. BIO 105
2. ECO 101
3. PSC 200
4. PSY 221 or 223
5. STA 108 (students may subsitute PSY 310, ECO 250, or SOC 314 with advisor's approval)
6. SOC 211
7. HDF 212

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Social Work Minor

The Social Work minor requires 15 hours of Social Work courses. The courses are SWK 215, 310, 311, 312. In addition, one course must be selected from the 500-level Social Work courses.

Licensure in School Social Work

Students intending to become licensed for school social work by the Department of Public Instruction need to complete the licensure program which has been developed with the School of Education. In addition to completing the social work major, the student must be admitted to the

Teacher Education Program and successfully complete the following courses: ELC 381, CUI 540; SWK 584. The field instruction (SWK 413 and 415) must be taken in a school social work setting. Licensure for school social work is granted by the North Carolina Department of Public Instruction. Students interested in School Social Work Licensure should contact the advisor for School Social Work Licensure in the Department of Social Work.

Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Social Work Courses (SWK)

For Undergraduates

215 Introduction to Social Work (3:3).
Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required.

310 Social Policy and Services (4:3:3).
Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Supervised volunteer experience required. (Same as SOC 310.) (FA)

311 Human Behavior and Social Environment (3:3).
Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. *[SB, CSB]* (Same as SOC 311) (FA)

312 Social Environmental Analysis (3:3). Pr. 310 and 311.
Examination and analysis of human service delivery systems in the context of race, age, sex differences, sexual preferences, and other social and cultural differences. Emphasizes the roles of professionals in policy. (Same as SOC 312.) (SP)

325 Research in Social Work Practice (3:3). Pr. STA 108 or SOC 314 or equivalent statistics course.
Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions and creation of new social work knowledge.

351 Professional Skills (3:3:1). • Majors only.
Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role play experience and instructor/peer feedback. (SP)

411 Social Work Methods I (3:3). • Majors only. Pr. admission to practice sequence. Must be taken concurrently with SWK 413 and 415.
Emphasis on knowledge, values, process, and skills in social work practice and introduction to interventive methods. (FA)

412 Social Work Methods II (3:3). • Majors only. Pr. 411. Must be taken concurrently with SWK 414 and 416.
Focus on development of social work practice skills emphasizing delivery of social services. (SP)

413 Field Instruction I (4:0:16). Pr. admission to the practice sequence. Must be taken concurrently with SWK 411 and 415.
Educationally directed learning experienced by performing a range of activities related to entry level practice. (FA)

414 Field Instruction II (4:0:16). Pr. 413. Must be taken concurrently with SWK 412 and 416.
Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. (SP).

415 Field Instruction Seminar I (1:1). Pr. admission to the practice sequence. Must be taken concurrently with SWK 411 and 413.
Critical review and analysis of application of social work theory in practice setting.

416 Field Instruction Seminar II (1:1). Pr. 415. Must be taken concurrently with SWK 412 and 414.
Continues critical review and analysis of social work theory in practice setting.

451 Special Problems in Social Work (1 to 3). Pr. requires written plan, consent of sponsoring instructor, and approval of department head.
Intensive independent study of specialized topics.

For Advanced Undergraduates and Graduate Students

510 Selected Topics in Social Work (1 to 3). Pr. consent of instructor.
Opportunity for students to study in depth a topic of special interest. May be repeated for credit when topic varies.

520 Methods and Practice of Family and Marital Therapy (3:3). Pr. 6 hours of marital and family theory plus consent of instructor.
Systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques also discussed.

530 Social Agency Program Development (3:3). Pr. permission of instructor.
Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

540 Social Work in Community Correction (3:3). Pr. permission of instructor.
Discussion of preventative and diversion programs. Consideration of probation and parole services. Emphasis on the professional role as service provider.

550 Social Services in Health Care (3:3). Pr. permission of instructor.
Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

551 Special Problems in Social Work (1 to 3). Pr. requires written plan, consent of sponsoring instructor, and approval of department head.
Intensive, independent study of specialized topics.

560 Social Work with Groups (3:3). Pr. permission of instructor.
Advanced course to teach group process and strategies, techniques, and skills for working with support groups and task groups in human services settings.

570 Social Services for the Aging (3:3). Pr. permission of instructor.
Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

575 Social Work and the Law (3:3). Pr. permission of instructor.
Focus on the professional and ethical responsibilities, knowledge base of the law which is required for social work practice, and legal issues for the profession.

580 Long Term Care Policies for Elderly (3:3). Pr. permission of instructor.
Consideration of financing, organization and delivery of health and human services to those who are elderly and disabled or limited in capabilities for a relatively long period.

584 Social Services for Children (3:3). Pr. permission of instructor.
Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

585 Social Work with Families in Crisis (3:3). Pr. 310, 311, 312 and 351 or HDF 212 and HDF 410 or permission of instructor.
Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

590 Social Services in Industry (3:3). Pr. permission of instructor.
Overview of employee assistance programs, explanation of worker-as-client, and introduction to social work strategies and service in the workplace.

595 Information Technology in the Human Services (3:3). Pr. one course in social research methods or introduction to computers, or permission of instructor.
Exploration of impact of information technology on human services, including effects on service delivery, confidentiality issues, management, and new roles for social workers. Includes hands-on computer experience.

School of Music

107 Brown Music Building

Arthur R. Tollefson, Professor and Dean of School

James C. Prodan, Professor and Assistant Dean

Professors Bass, Cox, Garlington, Gutter, Hess (Covington Distinguished Professor of Music), Kiorpes, Lynam, McCrickard, McIver, Prodan, Sherbon; Associate Professors Burke, G. Carroll, W. Carroll, DiPiazza, Egekvist, Hunkins, Kohlenberg, LeFevre-Milholin, Locke, McCarty, McClaren, Masarie, Marsh, Salmon, Sink, Stewart, Walker, Whittaker, Williams; Assistant Professors Anderson, AsKew, Bach, Burke, Charry, Edwards, Holley, Willis; Instructors Burns, Lansdale, Scott, Shively; Lecturers Beerman, Goertzen, King, Mazzatenta, Poindexter, Rawls, Yoder-White

The School of Music is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music. The School of Music is the sole representative of the State of North Carolina to the National Association of Music Executives in State Universities.

The School of Music offers the only comprehensive music program from undergraduate through doctoral study in both performance and music education in North Carolina. Unlike either more specialized programs in conservatory-type institutions or more general curricula encountered in most departments of music, studies in the School of Music complement rigorous professional training with that broad liberal education necessary for students both to function as informed, responsible citizens and, concurrently, to communicate most effectively as musicians.

The Bachelor of Music Performance Major is a professional music degree which prepares students for future careers as performers, composers, and/or teachers; it requires students to spend approximately two-thirds of their time in music study. The Bachelor of Music Music Education Major prepares students for positions as choral directors or teachers of general music (principal performance area usually voice, piano, or organ) or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools; it requires students to spend approximately two-thirds of their time in music and teacher certification study. The Bachelor of Arts Music Major is a liberal arts degree which provides valuable undergraduate preparation for a variety of careers; it requires students to spend approximately one-third of their time in music study. **Exceptions to prescribed degree programs must have written approval of the Dean of the School of Music.**

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music and for approval of the major or principal performance area. Such auditions should be arranged in advance through the School of Music; taped auditions are acceptable only if distance prohibits a personal audition. Composition majors should submit scores and/or recordings of completed compositions.

Aspects of Music Study

Performance Studies. Throughout the four years of undergraduate enrollment, music students will study in one or more performance studies areas: keyboard, voice, strings, winds, percussion, or composition. This study will include private instruction in the major or principal performance area, some group instruction, and work in a secondary performance area (instruments, voice, composition or advanced conducting) outside the major or principal area.

Requirements in performance studies are defined both by proficiency level and credit hours. The level of study for each semester is determined by faculty committees in "jury examinations." Specific requirements for these examinations are provided by the faculty in each performance area.

Music majors enroll each semester in the major or principal instrument for two or three credit hours as determined by the performance faculty. Secondary performance study or performance study by most minors and non-majors normally grants one credit. Music majors assigned instruction in performance studies must simultaneously carry a minimum of two three-credit music courses.

Majors, principals, and minors will be assigned to MUS 151-451 (1-3 credits) for performance studies. Students who are not music majors or minors may enroll for performance study subject to the availability of space. Advance approval must be obtained from the School of Music. Neither noncredit nor audit registration in performance studies is permitted.

Performance Activities. B.M. students will participate in one or more large ensembles in their area each semester according to degree requirements. Any student enrolled for two or more credits of performance studies must coregister for a large ensemble (MUS 380, 381A & B, 382, 383, 384, 388, 391, 393, 394, 395, 396D, 396I). Each year advanced students may apply for positions as vocalists or instrumentalists in the performances of opera and musical theatre which the School of Music presents in cooperation with the Department of Communication and Theatre. Advanced students also have opportunities to perform in the Greensboro Symphony Orchestra and/or other professional ensembles, to serve as church organists, vocal soloists, and directors, and to participate in orchestras hired locally for touring events appearing in the community.

Community Opportunities

Living in the artistically thriving Greensboro/Winston-Salem/High Point "Triad" area, students enjoy regular opportunities to attend and perform in concerts sponsored by such organizations as the Greensboro Symphony Orchestra, the Greensboro Opera Company, and the Eastern Music Festival. In addition, they interact with some of the world's major artists who frequently schedule informal discussions, open rehearsals, and master classes at UNCG.

Facilities. The School of Music is currently based in the Brown Music Building Complex. This facility, in combination with other buildings on campus, provides large and small auditoriums, choral and instrumental rehearsal halls, and numerous practice rooms. The Music Listening Center, also located in the Brown Music Building, houses a large collection of recordings, other audio-visual materials, and scores.

Many students explore special interests in the Electronic Music Studio, the Electronic Piano Laboratory, and the Computer Assisted Instruction Laboratory. The Birdie H. Holloway Music Education Laboratory houses reference materials, computer and video cassette recorder equipment, other audio-visual equipment, and the various teaching instruments required for primary and secondary school music instruction.

Students in instrumental areas, although encouraged to own the best possible instruments for their personal use, are afforded access to the school's large inventory of orchestral and keyboard instruments.

Student Information Manual

Additional policies and regulations are found in the Student Information Manual. This manual is made available to all music students after entrance requirements are met. Adherence to the contents of this publication are the responsibility of the student.

Music in General Studies

Courses in introductory music appreciation, Afro-American music, non-western music and jazz appreciation are designed for the non-music major. Such courses may be taken either to satisfy degree requirements or as electives. The interested and qualified student may, with consent of the instructor, pursue study in other music courses as well (see pertinent course descriptions).

General Music Major (Bachelor of Arts)

Required: 122 semester hours.
MUS 090 (4 semesters)
MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet the All-University Liberal Education Requirements (AULER). Students must elect two writing intensive courses, as defined and identified in the UNCG Undergraduate Bulletin within their AULER requirements. Students must complete six hours of the same foreign language. This may be accomplished by completing six hours of a new elementary foreign language, by completing six hours through the intermediate level of a previously studied foreign language, or by proficiency through the intermediate level.

See pp. 69-71 for a detailed listing of AULER area requirements and courses meeting those requirements.

Major Requirements

46 semester hours in music with at least 32 hours above the 100 level, as follows:

1. Theory; MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW requirement of AULER)
3. Performance Studies: 10 semester hours including at least 2 at 351 level
4. Class Piano: 4 semester hours through MUS 134 **or** proficiency
5. Large Ensemble: 5 semester hours
6. One 500-level music elective in history/literature, theory, or pedagogy

Electives

Electives sufficient to complete 122 semester hours required for degree.

Music History Major (Bachelor of Arts)

Required: 126 semester hours
MUS 090 (4 semesters)
MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet the All-University Liberal Education Requirements (AULER). See pp. 69-71 for a detailed listing of AULER area requirements and courses meeting those requirements.

Major Requirements

29-45 hours in music above the 100 level

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 331, 332, 333, 343 (fulfills NW requirement of AULER; see above)
3. Performance Studies: 10 semester hours (must achieve 351 level)

4. Class Piano: 4 semester hours through MUS 134 **or** proficiency
5. Large Ensemble: 2 semester hours
6. Collegium Musicum: 6 semester hours
7. MUS 497c (6 semester hours) to culminate in a senior thesis; MUS 507; **three** of the following: MUS 511, 521, 527, 528, 529, 530, 531, 532, 533, 534, 537, 538

Electives

Electives sufficient to complete 126 semester hours required for degree.

Performance Major (Bachelor of Music)

A concentration in voice or an instrument

Performance Major: Jazz Studies (Bachelor of Music)

A concentration in an instrument with emphasis on jazz

Composition Major (Bachelor of Music)

A concentration in music composition (proficiency in at least one performance area required for acceptance).

Required: 128 semester hours.
MUS 090 (7 semesters)
MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (39 semester hours)

All students in this program must meet AULER requirements.

For All Three Majors:	**Semester Hours**
1. British or American Literature (BL)	3
2. Historical Perspectives on Western Culture (HP)	3
3. Mathematics (MT)	3
4. Natural Science (NS)	6
5. Non-Western Studies (NW)	3
Required: MUS 343	
6. Reasoning and Discourse (RD)	6
7. Social and Behavioral Sciences (SB)	6
8. World Literature (WL)	3
9. Electives (from any of the above areas or foreign language)	6

The above reflects waivers approved for this program in the areas of Analytic and Evaluative Studies (AE), 3 hours, and Fine Arts (FA), 3 hours.

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core courses for all three majors

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. Performance Studies: 12 semester hours

PERFORMANCE MAJOR

1. Major area Performance Studies: 12 semester hours (10 for voice and keyboard majors) beyond core requirement culminating in senior recital (at least 3 at 451 level)
2. Secondary Performance Studies: 2 semester hours
3. History: MUS 331, 332, 333, 343 (fulfills NW AULER requirement; see above)
4. Large Ensemble: 8 semester hours (4 for keyboard majors)
5. Conducting: 1 semester hour
6. History/Literature and Theory: 9 semester hours (two areas must be represented)
7. a. Guitar Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Small Ensemble: 2 semester hours
   Pedagogy: 3 semester hours
   Music Electives: 6 semester hours

   b. Harpsichord Students
   MUS 284, 285, and 2 semester hours of 384
   Collegium Musicum: 2 semester hours
   Piano: 4 semester hours
   Keyboard Harmony: 2 semester hours
   MUS 530: 3 semester hours
   Pedagogy: 3 semester hours
   Music Electives: 4 semester hours

   c. Orchestral Instrument Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Small Ensemble: 2 semester hours
   Pedagogy (string, woodwind, brass, or percussion): 3 semester hours
   Music Electives: 6 semester hours

   d. Organ Students
   MUS 284, 285, and 4 semester hours of 384
   Small Ensemble: 2 semester hours
   Keyboard Harmony: 2 semester hours
   Pedagogy: 3 semester hours
   Music Electives: 6 semester hours

   e. Piano Students
   MUS 284, 285 and 4 semester hours of 384
   Small Ensemble: 2 semester hours
   Pedagogy: 3 semester hours
   Keyboard Harmony: 2 semester hours
   Music Electives: 6 semester hours

   f. Voice Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Diction: 4 semester hours
   Vocal Repertory and Pedagogy: 7 semester hours (375, 513, 514, 541)
   Music Electives: 2 semester hours
   FRE 101, GER 101-102, and ITL 101 (6 hours may be used to fulfill AULER electives)

PERFORMANCE MAJOR: JAZZ STUDIES (INSTRUMENTAL)

1. Major area Performance Studies: 12 semester hours (beyond core requirement) culminating in senior recital of mainly jazz literature (must achieve 351 level in classical studies and at least 3 credits at 451 level in jazz studies)

2. Secondary Performance Studies: 2 semester hours
3. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW AULER requirement)
4. Class Piano (not required of keyboard principals): 2 semester hours through MUS 134 or proficiency
5. MUS 395: 8 semester hours
6. MUS 321, 322, 358, 372, 558, 560
7. Music Electives: 5 semester hours

COMPOSITION MAJOR

1. Composition: 2 semester hours (beyond Performance Studies core requirement) culminating in senior recital (at least 3 at 451 level)
2. Principal Performance Area: 8 semester hours (must attain 351 level)
3. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW AULER requirement)
4. Class Piano: 2 semester hours through MUS 134 or proficiency
5. Large Ensemble or 20th-Century Players: 8 semester hours
6. Small Ensemble: 2 semester hours
7. MUS 203, 350, 372, 472, 507, 509, 566
8. Music Electives: 6 semester hours

Choral/General Music Education Major (K-12) (Bachelor of Music)

Instrumental Music Education Major (K-12) (Bachelor of Music)

Required: 128 semester hours

MUS 090 (7 semesters)
MUS 091 (7 semesters)

All-University Liberal Education Requirements (AULER) (39 semester hours)

All students in this program must meet AULER requirements.

For Both Majors:	**Semester Hours**
1. British or American Literature (BL)	3
2. Historical Perspectives on Western Culture (HP)	3
3. Mathematics (MT)	3
4. Natural Science (NS)	6
5. Non-Western Studies (NW) **Required:** MUS 343	3
6. Reasoning and Discourse (RD)	6
7. Social and Behavioral Sciences (SB) **Required:** PSY 221 and HEA 201	6
8. World Literature (WL)	3
9. Electives (from any of the above areas or foreign language)	6

The above reflects waivers approved for these programs in the areas of Analytic and Evaluative Studies (AE), 3 hours, and Fine Arts (FA), 3 hours.

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Major Requirements

Core Courses

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW requirement of AULER; see above)
3. Performance Studies: 12 semester hours (at least 2 at 351) culminating in a half recital during a semester enrolled at the 351 level. Keyboard students may fulfill the recital requirements by accompanying a half recital or chamber recital.
4. Large Ensemble: 7 semester hours

Choral/General Music Education Major

1. MUS 170, 171, 208, 270, 271, 319, 355, 356, 367a, 419, 464, 468, 469
2. a. Keyboard Students
   Class Voice: 2 semester hours
   Secondary Voice: 3 semester hours
   Music Electives: 2 semester hours
   b. Voice Students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   Secondary Piano: 3 semester hours
   FRE 101, 102, **or** GER 101-102
3. Music Electives: 2 semester hours

Instrumental Music Education Major

1. MUS 209, 355, 357, 363, 364, 365, 366, 367b, 368, 372, 467, 468, 469, 472
2. a. Wind, Percussion, or Bowed String Instrumental students
   Class Piano: 2 semester hours through MUS 134 **or** proficiency
   b. Keyboard students
   Secondary study of Wind, Percussion or Bowed String Instrument: 2 semester hours

Teacher Licensure Requirements

(See "Teacher Education" in Chapter 6 for full explanation.)

1. AULER requirements as identified within each major.
2. HEA 201 Personal Health
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. MUS 465 Student Teaching and 466 Student Teaching Seminar

Music Minor

Required: 21 semester hours in School of Music

1. Theory: MUS 101, 102, 105, 106
2. History: MUS 332
3. Performance Studies: 4 semester hours (must satisfy requirements for entrance to 251 level)
4. Large Ensemble: 4 semester hours
5. Music Electives: 4 semester hours

Accelerated Masters Program for Undergraduates— BA in General Music and MBA in Business Administration

The accelerated program in General Music/Business Administraiton provides the opportunity for a student to complete a BA in General Music (122 hours) within a four-year period and to shorten the time required to finish the Master of Business Administration degree.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the School of Music as early as possible.

In the spring of the junior year, students should

• take the GMAT

• apply for admission to the Graduate School and the MBA program

Requirements for Combined Accelerated BA in General Music/MBA in Business Administration

A. AULER Component (45 hours max)**	**Hours**	**Hours reduced by courses meeting more than one requirement**
See additional AULER Area requirements and available AP credit on p. 69.	30	
Special AULER area requirements for this program:		
Mathematics (MT)— *required: MAT 120 or 191 (see C below)*	3	-3
Nonwestern Studies (NW)— *required: MUS 343 (see B below)*	3	-3
Social and Behavioral Sciences (SB)— *required ECO 201, 202 (See C below)*	6	-6
AULER Electives (EL)— *required: 6 hours of the same foreign language*	6	
Total Hours	45	
Total Hours (reduced)	**33**	**(-12)**

** *NOTE: Students must select two writing intensive courses*

B. General Music Major Requirements (53 hours)	
1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301	15
2. History: MUS 331 or 334, 332, 333, 343 (meets AULER NW requirement)	12
3. Class Piano: 4 semesters through 134 or proficiency	4
4. Performance Studies: 10 semester hours including at least 2 hours at 351 level	10
5. Large Ensemble	5
6. MUS Elective: one 500-level course in history/literature, theory, or pedagogy	3

7.	MUS 090 for 4 semesters	0
8.	MUS 091 for 7 semesters	0
	Total hours	**49**
C.	**MBA Prerequisites (21 hours)**	
1.	MAT 120 or 191 (meets AULER MAT requirement)	3
2.	ISM 110 (prerequisite for ECO 250)	3
3.	ECO 201 and 202 (meet AULER SB requirement), 250	9
4.	ACC 201, 202	6
	Total hours	**21**
Total Undergraduate Requirements		**103**
D.	**Other Undergraduate Electives**	**19**
Total Undergraduate Semester Hours		**122**
E.	**Related Requirements for the MBA (43.5 hours)**	
	Senior Year (7.5 hours)	
	MBA 601, 604 (Fall)	3.0
	MBA 605, 606, 607 (Spring)	4.5
	Summer Following Senior Year (4.5 hours)	
	Internship and 4.5 credits	4.5
	Graduate or 5th Year (24 hours)	
	Required foundation and strategic management level requirements; electives	24.0
	Summer (3 hours)	
	Remaining required and elective courses	7.5
Total MBA Semester Hours		**43.5**

Music Courses (MUS)

Music courses marked with an asterisk (*) are open to all University students.
Some of the following courses may not be available every year. Please inquire at School of Music for schedule.

For Undergraduates

090 Convocation (0:1).
Weekly presentations by students, faculty and guests. See Student Information Manual. (FA,SP)

091 Recital Attendance (0).
Music Majors are required to attend an approved number of performances each semester. See Student Information Manual. (FA,SP)

101 Music Theory I (2:3).
Basic principles of the Western musical language. Rhythm and meter, scales, triads, and seventh chords; fundamentals of part-writing and harmonic progression. (FA,SP)

102 Music Theory II (2:3). Pr. 101, or permission of instructor.
Continued study of harmony within the diatonic major-minor system; exercises in part-writing and analysis. (FA,SP)

105 Ear-Training I (1:2).
Music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, and triads. (FA,SP)

106 Ear-Training II (1:2). Pr. 105, or permission of instructor.
Continuation of music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, harmony, and two-voice counterpoint. (FA,SP)

125 *Class Voice (1:0:2). • May be repeated for credit.
Study of basic principles of vocal production, to include acquaintance with a variety of solo literature and the development of poise and stage deportment. (FA,SP)

130 Class Guitar (1:0:2). Pr. consent of School of Music to enroll. • May be repeated for credit.
Group instruction in functional guitar for beginning guitar students.

131, 132, 133, 134 *Class Piano (1:0:2), (1:0:2), (1:0:2), (1:0:2).
Laboratory instruction in piano. Offered as preparation for piano proficiency required of music majors whose major or principal area is not piano. 131, first level; 132, second level; 133, third level; 134, fourth level. (Each level - FA,SP)

151-551 Performance Studies (.5-3:.5-2). Pr. audition required. • Enrollment for 2-3 credits requires coregistration in a large ensemble.
Instruction on principal or major instrument or in voice. (FA,SP,SU)

152-552 Performance Studies (.5-2:.5-1).
Instruction for non-majors or on secondary instrument or in voice. (FA,SP,SU)

170 Italian and Latin Diction for Singers (1:1:1).
Study of International Phonetic alphabet and its application to the pronunciation of Italian and ecclesiastical Latin and special problems involved in singing these languages. (FA)

171 English Diction for Singers (1:1:1). Pr. 170, or permission of instructor.
Study of the International Phonetic alphabet and its application to the pronunciation of English and special problems involved in singing in English. (SP)

201 Theory III Musical Structure (2:3). Pr. 102 or permission of instructor.
More advanced study of harmony and musical form within the diatonic major-minor system, with emphasis on modulation and chromatic harmony. Exercises in part-writing and analysis. (FA,SP)

202 Theory IV Musical Structure (2:3). Pr. 201, or permission of instructor.
Basic forms and formal processes of Western music, including binary and ternary forms, theme and variations, fugue, sonata form, and rondo. Exercises in analysis. (FA,SP)

203 Instrumentation (2:2).
Study of orchestral and band instruments, their ranges, technical limitations, and tonal possibilities with practical application in scoring for small ensembles and instrumental choirs.

205 Ear-Training III (1:2). Pr. 106, or permission of instructor.
More advanced music reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint. (FA,SP)

206 Ear-Training IV (1:2). Pr. 205, or permission of instructor.
Continuation of more advanced music reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint. (FA,SP)

208 Introduction to Teaching Instrumental Music (2:2:1). Pr. admission to School of Music as a Choral/General Emphasis Music Education major or permission of instructor.
Introduction to the fundamentals of teaching instrumental music in the public schools. Includes pedagogical and performance skills in a laboratory setting. Required: choral/general emphasis music education majors. (SP)

209 Introduction to Teaching Choral and General Music (2:2:1). Pr. admission to the School of Music as an Instrumental Emphasis Music Education major/permission of instructor.
Introduction to general and choral methods at the secondary level. Includes vocal laboratory. Required: instrumental music education majors. (SP)

214 *Jazz Appreciation (3:3).
Introductory course designed to give the student new insights and general knowledge of all jazz styles. Does not require previous musical training. *[FA,CFA].* (FA,SP,SU)

241 *Music Appreciation (3:3). • Not open to music majors.
Introduction to Western culture art music through a survey of its history, composers, forms, styles. Requires listening assignments and recital attendance. No musical training required. *[FA,CFA].* (FA,SP,SU)

270 French Diction for Singers (1:1:1). Pr. 170, or permission of instructor.
Phonetic alphabet as it relates to French language and special problems involved in singing this language. (FA,SP)

271 German Diction for Singers (1:1:1). Pr. 170, or permission of instructor.
Phonetic alphabet as it relates to German language and special problems involved in singing this language. (FA,SP)

284 Fundamentals of Keyboard Accompanying I (1:1:1). Pr. 106, or permission of instructor.
Class discussion, study and performance of literature for voice and/or instruments with keyboard accompaniment. Special attention given to sight reading techniques, German Lieder and Italian opera reductions.

285 Fundamentals of Keyboard Accompanying II (1:1:1). Pr. 284, or permission of instructor.
Class discussion, study and performance of literature for voice and/or instruments with keyboard accompaniment. Special attention given to ensemble playing, the style of French melodie and German opera reductions.

300 Recital (0). Coreq. 351.
Presentation of a varied program of music. (FA,SP,SU)

301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries (3:3). Pr. 202, 206, or permission of instructor.
Techniques of pitch and temporal organization in music of the 20th century. Analysis of music from Debussy through Stravinsky, Webern, and others. (FA,SP)

302, 303 Keyboard Harmony I, II (1:0:2), (1:0:2). Pr. 102, 106, 251 level in keyboard, or permission of instructor.
A keyboard approach to the study of harmony, emphasizing extemporaneous keyboard harmonization, harmonization of melodies, and figured bass realization. (302-FA,303-SP)

319 Choral Laboratory I (1:1:1). Pr. 106 or consent of instructor, 125 or one semester of voice study; corequisite 380, 382, or 383 (except instrumentalists).
Conducting techniques, especially as related to choral conducting; rehearsal procedures, continued study of choral repertory. (FA)

321, 322 Jazz Improvisation I, II (3:3), (3:3). Pr. 321 or consent of instructor.
Basic course for the student with little or no previous experience in jazz improvisation. First semester: essential theoretical knowledge and practical skills and practice of integrating them into improvisation. Pr. successful completion of 101, 102, 105, 106, and attainment of the 251 level in applied music. Second semester: continued development of knowledge and skills present in 321 with emphasis on increased fluency and mastery. (321-even FA,322-odd SP)

323 *The Arts as Human Experience (3:3).
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, COM 323, DCE 323.) *[FA, CFA].*

331 History of Western Music I (3:3).
Music history of the Western tradition from its beginnings to about 1600. Pr. 333, or permission of instructor. (FA)

332 History of Western Music II (3:3). Pr. 102, 106, or permission of instructor.
Music history of the Western tradition from about 1600 to about 1815, including a brief introduction to music before 1600. (FA)

333 History of Western Music III (3:3). Pr. 332, or permission of instructor.
Music history of the Western tradition from about 1815 to the present, including a brief introduction to music in America. (SP, SU)

334 History of Western Music IV (3:3). Pr. 333, or permission of instructor.
History of music in America. Psalmody, ballads, spirituals, gospel, blues, jazz, bluegrass, musical theater, rhythma dn blues, rock and roll, and Native American music. (SP)

343 *Music of the Non-Western World (3:3).
Survey of major world music cultures moving from Africa through the Middle East, Iran, India, Indonesia, Japan, China, and the Americas. *[NW, CNW].* (FA,SP,SU)

344 *Afro-American Music (3:3).
Historical survey of the musical contributions of Black Americans beginning with oral traditions of Africa and culminating with jazz and music of contemporary Black American composers. Does not require previous musical training.

350 *Electronic Music (3:2:2). Pr. junior standing or permission of instructor.
Introductory course in electronic composition. Lecture and laboratory experience. Projects involving analog synthesis, tape techniques, computer and MIDI control of electronic instruments. (FA,SP)

355 Computers and Electronic Media in the Music Classroom (1:0:2). Pr. admission to the School of Music.
Experience in the use of computers including software packages and electronic technology for successful use in music teaching. (SP)

356 General Music in the Secondary Schools (2:2:1). Pr. junior standing or permission of instructor.
An overview of current approaches to teaching general music in middle and secondary school (6-12)

with emphasis on teaching strategies and materials. Includes supervised teaching practicum. (SP)

357 Marching Band Techniques (2:2:1). Pr. junior standing or permission of instructor.
Study of marching band techniques, including drill design, auxiliary units, personnel & equipment management. (FA)

358 Jazz Arranging I (3:3). Pr. 201, 205.
Beginning study of language and techniques employed in arranging music for various jazz ensembles. (Odd FA)

361 Music for the Classroom Teacher (2:2:1). Pr. Junior standing or permission of instructor.
Elementary school music program and its place in curriculum. Emphasis on music fundamentals, materials, teaching techniques, and interrelationship of the arts. Required for elementary education majors. (FA,SP,SU)

363 Teaching Strings Laboratory (2:1:3). Pr. admission to School of Music or permission of instructor.
Class instruction in orchestral bowed string instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors. (SP)

364 Teaching Brass Laboratory (2:1:3). Pr. admission to School of Music or permission of instructor.
Class instruction in brass instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors. (FA)

365 Teachings Woodwinds Laboratory (2:1:3). Pr. admission to School of Music or permission of instructor.
Class instruction in woodwind instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors. (FA)

366 Teaching Percussion Laboratory (2:1:3). Pr. admission to School of Music or permission of instructor.
Class instruction in orchestral basic percussion instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors. (SP)

367a General Music in the Elementary School (3:3:1). Pr. junior standing or permission of instructor.
An overview of music curriculum (K-5) with emphasis on theories of learning and development in relation to music; teaching strategies and materials; includes supervised teaching practicum. (FA)

367b Foundations of Teaching Instrumental Music (3:3:1). Pr. 363, 364, 365, 366, junior standing, or permission of instructor.
Philosophies and methods of organizing and teaching instrumental music in the schools. Includes planning and implementing pedagogic techniques in laboratory sessions. (SP)

368 Band Instrument Repair (1:0:3). Pr. instrumental methods courses and/or performance knowledge of band instruments.
Mechanics of wind and percussion instruments, plus laboratory time to develop skills in repairing instruments. (SP)

372 Instrumental Conducting I (1:0:2).
Introductory course in instrumental conducting. Emphasis on baton technique and non-verbal communication. (FA)

375 Opera Performance Techniques (2:2:2). Pr. consent of instructor. • May be repeated for credit.
Techniques for the singer-actor; study of the materials and nature of music theatre; development of basic skills required in opera/music theatre. (FA)

380 Women's Choir (1:0:3). Pr. Membership by audition. • May be repeated for credit.
Choral organization for graduate and undergraduate women's voices. (FA,SP)

381A Men's Glee Club (1:0:3). Pr. Membership by audition. • May be repeated for credit.
Choral organization for graduate and undergraduate men's voices. (FA,SP)

381B Women's Glee Club (1:0:3). Pr, Membership by audition. • May be repeated for credit.
Choral organization for graduate and undergraduate women's voices. (FA,SP)

382 University Chorale (1:0:4). Pr. Membership by audition. • May be repeated for credit.
Mixed choral organization of approximately 50 graduate and undergraduate singers. (FA,SP)

383 Symphonic Chorus (1:0:3). Pr. Membership by audition. • May be repeated for credit.
Mixed choral organization. (FA,SP)

384 Keyboard Accompanying (1:0:3). Pr. 284/285 or permission of instructor. • May be repeated for credit 4 semesters.
Students are assigned vocal and/or instrumental students to accompany with literature appropriate to the student's level. Fulfills large ensemble requirement. (FA,SP)

388 Chamber Singers (1:0:3). • May be repeated for credit.
Select mixed vocal ensemble of 16 graduate and advanced undergraduate singers.

391 University Symphony Orchestra (1:0:4). • May be repeated for credit.
Full symphony orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries. (FA,SP)

393 University Wind Ensemble (1:0:4). • May be repeated for credit.
Wind ensemble for advanced students. Performance of appropriate wind ensemble works from all eras. (FA,SP)

394 University Concert Band (1:0:3). • May be repeated for credit.
Performance of literature from all eras, including contemporary works for this medium. (FA,SP)

395 Jazz Laboratory Ensemble (1:0:3). Pr. Membership by audition. • May be repeated for credit.
Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition. (FA,SP)

396 Small Ensemble (1:0:3) or (1:0:2). Pr. Membership by audition. • May be repeated for credit.
Participation by advanced students in trios, quartets, and other ensembles appropriate to the performance area. Includes Collegium Musicum, Honors Wind, Jazz Ensemble, 20th-Century Players, Percussion Ensemble, Opera Chorus (spring semester), Show Choir. (FA,SP)

400 Recital (0). Coreq. 451.
Presentation of a varied program of music. (FA,SP,SU)

403 String Instrument Pedagogy (3:3). Pr. MUS 351 performance level on bowed string instrument or permission of instructor.
Survey of methods and materials utilized in the teaching and performing of string instruments (Odd SP)

404 Woodwind Pedagogy (3:3). Pr. MUS 351 performance level on principal woodwind instrument or permission of instructor.
A survey of methods and materials utilized in the teaching and performing of woodwind instruments with special focus on the principal instrument. (Even SP)

407 Brass Instrument Pedagogy (3:3). Pr. MUS 351 performance level on principal brass instrument or permission of instructor.
Survey of methods and materials utilized in the performance and teaching of brass instruments. (Odd FA)

408 Percussion Pedagogy (3;3). Pr. MUS 351 performance level as percussion major or principal or permission of instructor.
Survey of methods and materials utilized in the teaching and performing of percussion instruments. (Odd SP)

409 Jazz Pedagogy (3:3). Pr. MUS 202, 206, or consent of instructor.
Principles of jazz interpretation, improvisation, and arranging. Procedures of organizing and administering jazz programs. Survey of jazz study materials. (Even FA)

419 Choral Laboratory II (2:1:2). Pr. 206 or consent of instructor, 319 or 372; 380, 381, 382, or 383.
Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. (SP)

464 Choral Music in the Secondary School (3:3:1). Pr. senior standing or permission of instructor; admission to Teacher Education.
Survey of choral music instruction in secondary school, including evaluation of materials, development of teaching and rehearsal strategies, and organization of choral music program; includes supervised teaching practicum. Required of all choral/general music education majors. (FA)

465 Student Teaching in Music (10). Pr. 464 or 467, senior standing, admission to the professional semester for student teaching, concurrent registration in 466, 468, 469.
Intensive, field-based internship in school music education. Includes practical applications of previous coursework in supervised settings. (FA,SP)

466 Seminar for Student Teachers (0:0:1). Pr. concurrent enrollment in 465, 468, 469.
Forum providing special education opportunities in conjunction with student teaching experiences. Emphasis placed on professional aspects of teaching. Required: student teachers. (FA,SP)

467 Instrumental Music in the Schools (3:2:2). Pr. senior standing, 363, 364, 365, 366, 367B; admission to teacher education.
Methods of teaching instrumental music, including study of administrative procedures, repertoire, personnel, and resources; application of music teaching techniques. (FA)

468 Teaching Music in a Multicultural Population ((1:1). Pr. concurrent enrollment in MUS 465 or permission of instructor.
Seminar for prospective music teachers to develop

understanding and teaching strategies for students in a broad spectrum of ethnic groups. (SP)

469 Teaching Music to the Exceptional Child (1:1:1). Pr. concurrent enrollment in MUS 465 or permission of instructor.
Seminar for beginning music educators to develop skills and acquire knowledge necessary to plan for and teach exceptional students in mainstreamed and self-contained music teaching and learning environments. (SP)

472 Instrumental Conducting II (2:1:2).
Advanced conducting techniques, with emphasis on instrumental conducting. (SP)

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 330). (FA,SP,SU)

497 Directed Study in Music (1 to 3). Pr. consent of supervising professor, Division Chairman and Dean of School of Music. • May be repeated for credit if topic differs.
Supervised research in advanced subject area resulting in written document or composition. Project outline (available in School of Music office) prepared by student and supervising professor and approved by Division Chairman and Dean of School of Music. A, Directed Study in Music Education; B, Directed Study in Performance, Composition, Theory; C, Directed Study in Music History and Literature. (FA,SP,SU)

For Advanced Undergraduates and Graduate Students

Courses in the 500 and 600 groups may not be available every year. Please inquire at School of Music for schedule. 600 level courses are not available for undergraduate students unless qualified for dual registration.

500 Organ Pedagogy (3:3). Pr. junior, senior, or graduate keyboard major or principal.
A study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature. (Not offered every year.)

501 Piano Pedagogy I (3:3). Pr. keyboard principal or major or consent of instructor.
Survey of current piano teaching philosophies, methods, and materials and their application for private and group instruction. Supervised teaching of beginning piano students. (Even FA)

502 Piano Pedagogy II (3:3). Pr. keyboard principal or major or consent of instructor.
Survey of intermediate and moderately advanced teaching literature with emphasis on basic pedagogical approaches to technique, style, and interpretation. Procedures for teaching functional skills. Supervised teaching experience. (Odd SP)

507 Modal Counterpoint (3:3). Pr. 202 and 206 or consent of instructor.
Contrapuntal techniques and standard forms of Renaissance sacred vocal repertoire. Analysis of music by such composers as Josquin, Palestrina, and Lassus. Standard writing techniques of motet and mass; aural training. (SP)

508 Tonal Counterpoint (3:3). Pr. 202 and 206 or consent of instructor.
Contrapuntal techniques and standard forms of the middle and late Baroque. Analysis of music by composers from Corelli to Bach, composition in representative forms, and aural training. (FA)

509 Analysis and Interpretation of Music (3:3). Pr. 301 or consent of instructor.
Principles of musical interpretation as applied to representative works from eighteenth, nineteenth, and twentieth centuries. Emphasis on derivation of rational bases for interpretive decisions, based on musical analysis. (Not offered every year.)

511 *History of Opera (3:3). Pr. 331, 332 and 333 or consent of instructor.
Principal opera composers and styles from Monteverdi to the present; analytical study of selected major works. (Odd SP)

513a, 514a Song Repertory I, II: Voice (1:0:2), (1:0:2). Pr. Voice 251 and courses in the grammar and/or the phonetics of the language (German for 513a, French for 514a), or consent of instructor. • Each semester may be repeated once for credit. • Open to junior, senior, and graduate music majors.
Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. (513a-FA, 514a-SP)

513b, 514b Song Repertory I, II: Piano (1:0:2), (1:0:2). Pr. Piano 251 or consent of instructor. • Each semester may be repeated once for credit. • Open to junior, senior, and graduate music majors.
Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. (513b-FA, 514b-SP)

515 Piano Literature I (3:3). Pr. keyboard majors or principals at junior, senior, or graduate level or consent of instructor.
Survey of piano literature from ca. 1760-1825, with a preliminary investigation of music for other key-

board instruments from earliest extant sources. (Odd FA)

516 Piano Literature II (3:3). Pr. keyboard majors or principals at junior, senior, or graduate level or consent of instructor.
Survey of piano literature from ca. 1825 to present. (Even SP)

521 *History of Art Song (3:3). Pr. 333 or consent of instructor.
Detailed study of art songs representative of various styles and periods from 1650 to the present. Emphasis on musical and poetic considerations and stylistic development of the major composers of the Lied and melodie. (Even FA)

522 *Guitar Literature (3:3). Pr. two years of classical guitar study or equivalent.
Survey of guitar literature from Renaissance to present; detailed study of lute tablatures, instrument construction, and development of technique. (Not offered every year.)

523 Woodwind Chamber Literature (3:3). Pr. 300 level in woodwind or horn performance studies or consent of instructor.
A survey of woodwind ensemble repertoire from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis. (Even FA)

525 Overview of Tonal Harmony and Form (0:3). Pr. permission of instructor. • For graduates and undergraduates: credit does not apply toward graduation nor count in the student's GPA.
Review of tonal harmony, voice-leading, and form. (FA)

526 Overview of Western Music History (0:3). Pr. permission of instructor. • For graduates and undergraduates: credit does not apply toward graduation nor count in the student's GPA.
Review of western European music history from the Greeks to the present day including the classical art tradition in America. (SP)

527 *Performance Practices of Western Music (3:3). Pr. 331, 332, and 333 or consent of instructor.
Investigation from Middle Ages to present of the problems of performing music in historically correct manner. Emphasis on theoretical writings and on comparison of performances. (Not offered every year.)

528 *Choral Music since 1750 (3:3). Pr. 332, 333 or consent of instructor.
Study of significant genres and major composers of choral music since 1750; detailed examination of selected masterworks. (Even FA)

529 *Renaissance Music (3:3). Pr. 331 or consent of instructor.
Comprehensive, historical survey of music in fifteenth and sixteenth centuries with detailed study of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. (Even SP)

530 *The Baroque Period in Music (3:3). Pr. 332 or consent of instructor.
Comprehensive, historical survey of music of Baroque era from Monteverdi through Bach and Handel with detailed study of styles of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. (Even FA)

531 *Classicism and Romanticism in Music: 1750-1850 (3:3). Pr. 333 or consent of instructor.
Examination of major contributions of Mozart, Haydn, Beethoven, Schubert, Berlioz, Schumann, etc., to western traditions. Special attention given to development of music for symphony orchestra and piano. (Odd SP)

532 *The Post-Romantic Tradition in Music: 1850-1914 (3:3). Pr. 333 or consent of instructor.
Study of developments in history of music from Wagner through early Schoenberg. Special attention given to changes in styles between music and other arts. (Odd FA)

533 *Twentieth-Century Music c. 1890-1950 (3:3). Pr. 333 or consent of instructor.
Survey of composers and musical styles which emerged in Europe and the Americas from impressionism through the beginnings of electronic music. (Even SP)

534 Music Since 1945 (3:3). Pr. 333 or consent of instructor.
Study of creative trends and issues in music and related media in Europe and the United States since World War II. (Even FA)

535 Percussion Literature (3:3). Pr. Upper division undergraduate and graduate percussion majors.
Survey of percussion literature from the medieval era to the present emphasizing the role of percussion in various musical settings. (Even SP)

536 *Band Literature (3:3).
Band literature and origins of the band emphasizing its import and expanded cultivation during past century in United States and Europe. (Odd SP)

537 String and Keyboard Chamber Literature (3:3). Pr. Upper division undergraduate or graduate standing in performance studies or consent of the instructor.
Survey of string and piano chamber music literature from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis. (Odd FA)

538 *The Symphonic Tradition (3:3). Pr. 332, 333 or consent of instructor.
Advanced study of symphonic styles and techniques from Baroque era to present. (Even SP)

539a, 539b Advanced Conducting (3:3), (3:3). Pr. 472 or 419; consent of instructor required.
Advanced conducting skills including baton technique, score reading, rehearsal techniques, score analysis, repertoire, programming, and interpretation. 539a: Instrumental; 539b: Choral/Instrumental. (539a-FA, 539b-SU)

540 Piano Teachers' Seminar (3:3). • May be repeated for credit by degree students once.
Piano literature, technique, and interpretation for teachers of piano. Specific course content described with each offering of the seminar. (Not offered every year.)

541 Principles of Vocal Pedagogy (3:3). Pr. senior or graduate standing as a voice major or principal or consent of instructor.
Teaching process as applied to singing. Includes historical development and an examination and comparison of concepts and approaches past and present. (FA)

543 Music for Exceptional Children (3:3). Pr. 361 or consent of instructor.
Review of learning styles of exceptional children and implication for providing realistic musical activities in the classroom. Emphasis placed on musical goals and developing musical skills with special learners. (FA)

544 Contemporary Trends in Music Education (3:3).
Current philosophies and concepts which are influencing forces in contemporary music education practices, methods, and materials. Investigation into social psychology of music as it applies to existing musical organizations and classes in public schools. (SP)

545 Teaching Elementary Music: Theory and Practice (3:3). Pr. Music teaching experience in elementary school OR the equivalent of MUS 465.
Emphasis on strategies and materials for developing children's musicianship and problem-solving skills. Consideration of the application of current child development and learning theories in teaching elementary general music. (Even FA)

550 *Electronic Music (3:2:2).
Same as 350 above. Introductory course in electronic composition. Lecture and laboratory experience. (FA,SP)

555 Computer Applications in Music Research and Instruction (3:3).
Study and utilization of computer hardware and software (including programming languages) for projects related to music research and instruction. (SP)

558 Jazz Arranging II (3:3). Pr. 201, 202, 203, 205, and 206 or graduate standing in music theory.
Advanced study of techniques and disciplines employed in arranging for jazz ensembles. (Even SP)

560 History of Jazz (3:3). Pr. 206, 301, 331, 332, 333.
Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects. (Even SP)

563 Band Arranging (3:3).
Arranging, editing, and rescoring for concert and marching bands for performance at various levels. (Not offered every year.)

566 Orchestration (3:3).
Advanced techniques in instrumental writing. Practical exercises in scoring and arranging for small and large ensembles, emphasizing orchestral instruments. (Odd SP)

567 Choral Arranging (3:3).
Advanced study of techniques and procedures required in arranging and in creative writing for voice. (Not offered every year.)

568 Organ Literature (3:3).
Survey of organ literature from sixteenth century to present. (Not offered every year.)

570 Piano Technique, A Pedagogical Survey (3:3). Pr. 300 level or above in piano performance studies, or consent of the instructor.
A chronological survey of theories of piano technique from the clavier methods of the early eighteenth century to the present. (Even FA)

571 String Solo Literature (3:3). Pr. upper division and graduate string students, or consent of instructor.
Survey of literature for the violin, viola, cello, and bass from the seventeenth century to the present. Emphasis on historical perspectives, score analysis, aspects of performance practice, and performance of representative compositions. (Even FA)

572 Woodwind Solo Literature (3:3). Pr. 300 level or above in woodwind performance studies or consent of instructor.
Survey of solo woodwind literature from the seventeenth century to the present. Emphasis on historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. (Odd FA)

573 Brass Solo Literature (3:3). Pr. 300 level or above in brass performance studies or consent of instructor.
Survey of brass solo literature from the seventeenth century to the present. Emphasis on historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. (Even SP)

574 Twentieth-Century Vocal Techniques (2:2). Pr. 301, 331, 332, 333 or consent of instructor.
Performance practices in twentieth-century vocal music, including an overview of the literature, learning and rehearsal procedures, and information about contemporary notation. (Not offered every year.)

578 Orff in the Music Classroom (3:3). Pr. advanced undergraduate or graduate standing in music or consent of instructor.
Practical experiences in the Orff-Schulwerk method of music teaching. Recorder proficiency, Orff instrumental technique and orchestration for Orff instrumentarium are emphasized.

579 Music Education Workshop (1 to 3). Pr. consent of School of Music, to be based upon appropriate academic or professional training. • May be repeated once for credit if topic differs. • Grade: Satisfactory/ Unsatisfactory, S/U.
Activities and study involving specific experiences related to music education. Credit hours, duration, and subject emphasis for the course will vary as announced.

589 Experimental Course: Topics in World Music (3:3). Pr. 343 or permission of instructor.
An in-depth exploration of selected music systems around the world. Case studies of musical instruments will provide a basis from which to formulate cross-cultural theoretical concepts.

For Graduate Students Only

595 Jazz Laboratory Ensemble (1:0:3).
596 Small Ensemble (1:0:3).
600 Recital (0).
601 Research Methods in Music (3:3).
602 Research Seminar in Music History (3:3).
603 String Instrument Pedagogy (3:3).
604 Woodwind Instrument Pedagogy (3:3)
605 The Measurement of Musical Behavior (3:3).
606 Seminar in Music Literature (3:3).
607 Brass Instrument Pedagogy (3:3).
608 Percussion Instrument Pedagogy (3:3).
609 Jazz Pedagogy (3:3).
610 Lecture-Demonstration (2:1).
611 Seminar in Musical Analysis (3:3).
615 Nineteenth-Century Piano Literature (3:3).
616 Techniques of New Music for Piano (3:3).
618 Psychology of Music (3:3).
619 Acoustics of Music (3:3).
620 Seminar in Piano (3:3).
621 Seminar in Vocal Literature (3:3).
622 Seminar in Choral Literature (3:3).
628 Choral Music of the Renaissance and Baroque (3:3).
629 Choral Laboratory III (2:1:3).
630 The Study of Phonetics as Applied to Singing (3:3).
641 Advanced Vocal Pedagogy (3:3).
644 Pedagogy of Theory (3:3).
650 Seminar in Music Education (3:3).
653 Music Supervision (3:3).
660 Theory and Analysis of Rhythm (3:3).
661 Advanced Analytical Techniques (3:3).
662 Schenkerian Analysis (3:3).
675 Opera Performance Techniques (2:2:2).
680 Women's Choir (1:0:3).
681A Men's Glee Club (1:0:3).
681B Women's Glee Club (1:0:3).
682 University Chorale (1:0:4).
685 Seminar on Opera Direction and Production (3:2:3).
688 Chamber Singers (1:0:3).
690 Readings in Music Theory (3;3).
691 University Symphony Orchestra (1:0:4).
693 University Wind Ensemble (1:0:4).
694 Univeristy Concert Band (1:0:3).
697 Directed Study in Music (1 to 6).
698 Document in Music Theory (1).
699 Thesis (3 to 6).
702 Musicological Research for Performers (3:3).
750 Doctoral Seminar (3:1:4).
797 Directed Study in Music (1 to 12).
799 Dissertation (1 to 12).
800 Graduate Registration (0).

School of Nursing

112 Moore Building

Lynne G. Pearcey, Professor and Dean

Virginia B. Karb, Associate Professor and Assistant Dean

Maija L. Selby-Harrington, Professor and Director of Research

Professors Bartol, Chamings; Associate Professors H. Brown, Dick, Hargett, Reed, Richardson, R. Saunders; Visiting Associate Professor Evans; Assistant Professors Allred, Barba, Beeson, Courts, Kennedy-Malone, E. Kohlenberg, Krowchuk, R. Parrish, R. Taylor, Tesh, Werstlein; Visiting Assistant Professors J. Jones, Lutz, Maree, Ouellette; Lecturers Bartlett, Boland, Clapp, Cowen, Deans-Hums, Eakes, Hancock, Helfers, Ivey, Lane, Lehman, Lester, Mayo, McNeal, Sandoval, Shields, P. Sumner, VonCannon, Watters, Wheeler

Adjunct Faculty: Adjunct Associate Professors Hollerich, Mims, Schrull, Woodard; Adjunct Assistant Professors Adams, Beach, Bokun, Boschen, Crowe, Dickson, Donley, Fonville, Hardin, Hayes, Heyneker, Higgerson, Jarrett-Pulliam, Kiser, Lawrence, Liner, Lundrigan, Mooth, B. Smith, F. Smith, Staab, Suggs, Thompson, Winchester; Adjunct Instructors Barbee, Beard, Bensky, Bernhardt, Brockschmidt, Calhoon, Campbell, Cramer, Garrison, Geddie, Herriott, Hubbart, Koontz, Krissak, Longenecker, Louie, Moon, Nudelman, Quarles, Ricker, Ripley, Scott, Simeonsson

The School of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The first two years of study are in general education, basic sciences, humanities, and basic nursing. The majority of work in the junior and senior years is in nursing.

The School of Nursing also offers a Master of Science in Nursing degree to prepare persons for a leadership role in nursing education, administration, and clinical practice. This program has a strong research emphasis and is founded on specialization in clinical practice.

Accreditation

The program offered by the School of Nursing is approved by the North Carolina Board of Nursing and accredited by the National League for Nursing. The School of Nursing is an agency member of the National League for Nursing in the NLN Council of Baccalaureate and Higher Degree Programs.

Philosophy

The faculty believes that people, existing as individuals, families, groups, and communities, are holistic, complex biological, psychological, social, cultural, and spiritual beings. Each person is unique and possesses inherent dignity, worth, and the right to self-determination. While human responses are individualized, many can be generalized and predicted. Throughout the life span, people have potential for growth and development.

A person dynamically interacts with the environment, and each is affected by the other. The environment is the sum total of all those conditions and circumstances that have an impact on the existence of an individual. The environment constantly changes and influences a person's health.

Health is a relative state of being which is characterized by wellness, illness, disease, or dysfunction. Any view of health must consider both developmental and environmental influences. A person uses both internal and external resources to achieve the desired level of health. Nursing is one of the external resources available.

Nurses use knowledge and skill in working with people to promote, maintain, and restore the balance between them and their environment, and when necessary, to support a dignified death.

Professional nursing has both theoretical and practice components. Nursing's body of knowledge incorporates biological, behavioral, and humanistic principles. The practice component is characterized by critical thinking, scientific inquiry, and effective interpersonal and psychomotor skills. Nurses function independently and interdependently in a variety of roles and are ethically and legally accountable for the quality of nursing care they provide.

The faculty believes that professional nursing education, built upon a foundation of liberal arts and the biological and social sciences, guides the learner to attain competencies required to practice professional nursing. Baccalaureate education prepares nurses to function as generalists, while education at the master's level prepares nurses as specialists in nursing practice. Nursing education respects the uniqueness of the learner and encourages commitment, accountability, leadership, self-awareness, and continued professional development.

Admission for Basic Students

Students must be formally admitted to the School of Nursing which is an upper division major. Only students who have formal, written acceptance into the School will be permitted to register in advanced nursing courses and complete work for the major. Admission should normally be sought during the sophomore year. The application deadline is February 1 of each year. Applications are obtained from the Advising Center in the School of Nursing.

Criteria for Admission:

1. Overall grade point average above 2.0
2. A grade of "C" or better in each of the following courses: BIO 271, 277, 280; HDF 211; NUR 210, 220; PSY 221; SOC 355 or HDF 212
3. No more than two of the above prerequiste courses may be repeated to attain a grade of "C" or better. Prerequisite courses may be repeated only one time.
4. Admission to the upper division is contingent upon receipt of a satisfactory evaluation signed by the student's physician of the applicant's physical and emotional health to provide nursing care. Forms will be sent to the applicants during the spring semester and must be completed and on file in the School of Nursing by the following August 1.

Students may not enroll in nursing courses beyond the foundation level courses cited above without being admitted to the School. Application for admission is possible while students are still completing the prerequisite courses, but unconditional admission cannot be granted until admission criteria have been successfully completed.

Admission to the University does not guarantee acceptance into the nursing major. Various health care agencies in Piedmont North Carolina cooperate with the School of Nursing in providing clinical learning experiences for students. The size of each incoming junior class is determined by the availability of these clinical resources. Therefore, it is impossible to assure space for every student who meets the criteria.

Registered Nurses

RN's interested in completing the BSN degree need to meet the University's requirements for admission. A registered nurse who brings advanced placement may build a minor in order to complete the 122 hours required for graduation. The Registered Nurse who has completed the prerequisite academic work and is ready to enter the professional major may earn up to 30 semester hours of credit for selected courses by special examination. Applications for special examinations are available in the Advising Center of the School of Nursing. Registered nurse students must make a "C" or better in NUR 370 and 371 and a passing rate for the special examinations to be admitted into the 400-level nursing courses. Registered nurse students must provide evidence of graduation from a basic nursing program prior to enrolling in NUR 370 and

371, and current, active, unrestricted N.C. licensure prior to admission to the 400-level courses. The length of time required to complete the program varies with each individual.

Criteria for Progression in the Major

1. A student must earn a grade of "C" or better in all required nursing courses at the 300-level before proceeding to the 400-level courses, and must earn a grade of "C" or better in all required 400-level courses in order to graduate. An overall grade point average of 2.0 or better is required to graduate.
2. Only one nursing course may be repeated in the nursing major. A nursing course may be repeated only once to attain a grade of "C" or better.

Grading in Practicum and Laboratory

A grade of unsatisfactory in lab or clinical practicum in nursing courses will result in a course grade of "F".

Appeal Procedure Related to Progression Policies

Students who fail to meet the progression policies because of extenuating circumstances may petition the Admission and Progression Committee for consideration of their eligibility to continue in the major. Responsibility for initiating the appeal process and presenting evidence of extenuating circumstances lies with the student.

General Information

1. Nursing majors are required to purchase uniforms - estimated cost is $150. Uniforms are required for clinical activities in the 300- and 400-level nursing courses. Students usually purchase uniforms in the second semester of the sophomore year.
2. Before beginning clinical courses, students are required to furnish the School of Nursing with evidence that they have secured liability insurance covering their actions as students while having clinical activity/practicum experiences. Students may obtain coverage through the School of Nursing's group policy at a cost of approximately $15 per academic year. Insurance obtained through the School's group policy does not cover students for part-time work or work during vacations.
3. Students enrolled in 300- and 400-level courses with a clinical component are responsible for their own transportation to and from the agencies used for clinical activities/ practicum experiences. Car owners are reminded that current liability insurance is required by North Carolina law.
4. Diagnostic tests will be administered during the senior year. Students are responsible for the cost of the examinations, approximately $35.
5. Students admitted to the major must provide evidence of the following by August 1 (forms will be sent to students earlier in the summer):
    a. a tuberculin Mantoux skin test (or chest x-ray if skin test is positive) - annual requirement.
    b. a tetanus toxoid immunization - every ten years.
    c. Rubella and Measles evidence as required by the University.
    d. History of Mumps or Mumps immunization.
    e. Chicken Pox titre.
    f. Completion of the first Hepatitis B immunizations. By the start of the second year of clinical, completion of the Hepatitis B series.

g. Rarely, immunization requirements must be changed on short notice. Students will be informed of changes as soon as they occur.

6. Students admitted to the major must provide evidence (annual requirement) that they are certified to perform cardiopulmonary resuscitation (CPR).
7. Registered Nurse students are responsible for the items listed under "General Information" on the preceding page, with the following modifications:
   a. Registered Nurses are not required to purchase uniforms, but must wear identifying name tags and lab coasts or uniforms appropriate to the clinical setting. Specific requirements will be discussed in each clinical course.
   b. Registered Nurses are not required to purchases the School of Nursing group liability policy if they have a personal liability policy with $1 million/$3 million limits. Liability insurance must be current, and copies of the policy limits must be on file in the School of Nursing prior to clinical.
   c. End-of-the-program tests may be required, at an approximate cost to the student of $20. Achievement tests are not required.
   d. Immunization requirements listed must be on file in the School of Nursing prior to beginning a clinical course. Forms are sent to students who preregistered for clinical courses. Students who do not preregister and have not received the immunization forms should stop by the Advising Center of the School of Nursing to obtain the forms.
8. Students are responsible for all costs associated with their own health care. Students are encouraged to have health insurance, and to be familiar with its provisions.
9. Substitutions for prerequisite courses may be made with prior approval from the School of Nursing.
10. Qualified students are encouraged to take Honors courses in the arts and sciences.
11. All students are encouraged to take either Advanced Placement Exams, Biology Department exemption exam, or CLEP exam for BIO 111 which is prerequisite for BIO 271, 277, and 280.
12. All students are encouraged to take the CHE 103 exemption exam offered by the Chemistry Department. The exam determines if a student should take CHE 103 and 110 (fall semester) or take CHE 104 and 110 (spring semester).
13. Placement in a student's first 100-level mathematics (MAT, CSC, or STA) course is determined by a required placement exam.
14. Students are responsible for policies in the UNCG Policies for Students, including the "Policy on Dismissal of Students who Present Physical and/or Emotional Problems that do not Respond to Treatment", and the "Policy on Unsafe Practice".

Scholarships

Procedures and requirements for undergraduate scholarships are described in Chapter 3.

Nursing Major (Bachelor of Science in Nursing)

Required: 122 semester hours

REQUIREMENTS

All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must meet AULER requirements. Specific area requirements for the Nursing Major are indicated below:

		Semester Hours
1.	Analytic and Evaluative Studies (AE) **Required:** PHI 119 or 220	3
2.	British or American Literature (BL)	3
3.	Fine Arts (FA)	3
4.	Historical Perspectives on Western Culture (HP)	3
5.	Mathematics (MT) **Required:** STA 108	3
6.	Natural Science (NS) **Required:** BIO 111; CHE 103 or 104 and 110L	6
7.	Non-Western Studies (NW)	3
8.	Reasoning and Discourse (RD) **Required:** ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
9.	Social and Behavioral Sciences (SB) **Required:** PSY 221; SOC 211	6
10.	World Literature (WL)	3
11.	AULER Electives **Required:** FNS 213; HDF 211	6

See pp. 69-71 for a detailed listing of courses meeting AULER area requirements.

Major and Related Area Requirements

1. NUR 210, 220, 310, 320, 340, 360, 380, 410, 420, 430, 440
2. BIO 271, 277, 280; SOC 355 or HDF 212.

Electives

Electives must be sufficient to complete 122 total semester hours required for degree.

NOTE: Requirements listed above, with the exceptions of PHI 119 or 220, STA 108, FNS 213, and electives, should be completed prior to enrolling in 300-level or 400-level nursing courses. Because of the time commitments involved with the 300- and 400-level nursing courses, and the difficulties in scheduling non-nursing courses concurrently with nursing courses, students should try to have most course requirements completed prior to entering the upper division major.

Course Requirements for Special Student Populations

Licensed Practical Nurse Students seeking a BSN:

Same as for the BSN program outlined above, with the following exception:

May earn credit (4 s.h.) for the following course by examination: NUR 210.

Students pursuing the BSN as a second degree:

1. Satisfactory completion of courses in anatomy and physiology, NUR 210, and NUR 220 prior to entering the upper division major. Second degree students must also apply for admission to the upper division major.

2. Completion of other University requirements for the degree.
3. Satisfactory completion of the required 300- and 400-level courses (NUR 310, 320, 340, 360, 380, 410, 420, 430, 440).

Registered Nurse Students seeking a BSN:

1. Satisfactory completion of NUR 370 and 371.
2. May earn credit (30 s.h.) for the following courses by examination: NUR 210, 220, 310, 320, 340, 360, and 380. The cost of taking the exams one time is approximately $150. There is an additional charge to the student for posting credit to the transcript.
3. Satisfactory completion of NUR 470, 471, 472, one NUR elective, and one other elective, approved by the advisor.
4. Completion of the AULER requirements (see pp. 69-71 of *Bulletin*).
5. Completion of sufficient electives to earn a minimum of 122 semester hours.
6. Completion of other University requirements for the degree.

Nursing Courses (NUR)

For Undergraduates

210 Concepts in Nursing (4:3:3). Pr. sophomore standing; overall GPA over 2.0.
Introduction to basic concepts in nursing. Laboratory activities encourage self-awareness and include exercises in values clarification and communication patterns, with practice of basic nursing skills. (FA)

220 Nursing Assessment of Well Individuals (4:3:3). Pr. completion of BIO 271 or 277; overall GPA over 2.0. Corequisite: concurrent enrollment in BIO 271 or 277, whichever has not been completed.
Introduction to basic nursing assessment of well individuals over the life span. Laboratory activities encourage development of skills in interviewing, physical examination, and documentation of information. (SP)

***310 Nursing Care of Individuals with Psychosocial Problems (5:3:6). Pr. NUR 210, 220.**
Nursing care of individuals who have mental health or psychosocial problems. Clinical activities in selected mental health settings.

***320 Nursing Care of Adults: Common Physiological Problems (5:3:6). Pr. NUR 210, 220.**
Nursing care of adults who have common physiological problems. Clinical activities in medical or surgical units within acute care settings.

330 Health of Women (3:3).
Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. Not offered every semester. (Elective credit for nursing majors.) (Same as HEA 333)

***340 Nursing Care of the Developing Family (5:3:6). Pr. NUR 210, 220.**
Nursing care of growing children in maturing family. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for children.

345 Basic Health Management of Children (3:3). Pr. HDF 211.
Health appraisal and recognition of symptoms of illness in children. Emphasizes needs of children in group settings from infancy through elementary school age.

***360 Nursing Care of the Emerging Family (5:3:6). Pr. NUR 210, 220.**
Nursing care of families experiencing birth of an infant. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for parents and newborns.

370 Concepts of Professional Nursing (3:3:0).
Study of basic concepts in professional nursing.

371 Nursing Health Assessment (2:1:3).
Study of the assessment of individuals over the life span. Laboratory activities promote the develoment of nursing assessment skills.

380 Nursing Skills (2:1:3). Pr. 210 and 220.
Introduction and practice of nursing skills necessary for care of clients in clinical settings.

** Note: Students are individually responsible for their own transportation to and from the agencies used for practicum experiences.*

405 Pharmacology in Nursing (3:3). Pr. admission to the School of Nursing or permission of instructor.
Study of major drug groups and their action, use, side effects, and nursing care considerations. Emphasis on nursing care and teaching, built upon physiology and basic pharmacology.

***410 Nursing Care of the Community of Older Adults (6:3:9). Pr. NUR 210, 220, 310, 320, 340, 360, or equivalent.**
Nursing care of older adults: theories of aging, physiological/ psychological functioning, impact of developmental changes, illness, and dysfunction. Clinical activities in agencies where care is provided for older adults.

***420 Nursing Care in the Community (6:3:9). Pr. NUR 210, 220, 310, 320, 340, 360, or equivalent.**
Nursing care of individuals, families, and groups within the community setting. Exploration of environmental characteristics and resources. Clinical activities in community health agencies.

***430 Nursing in Complex Organizations (6:3:9). Pr. NUR 210, 220, 310, 320, 340, 360, or equivalent.**
Nursing care of groups in complex acute-care settings. Emphasis on nurse's role in research, team membership, and professional growth. Clinical activities encourage development of basic leadership and organizational skills.

***440 Nursing Practicum (6:1:15). Pr. NUR 410, 420; pr. or concurrent enrollment in NUR 430.**
A concentrated five-week practicum in a clinical area of the student's choice. Students simulate role of the employed graduate under the guidance of a selected nursing preceptor. (SP)

***470 Community Health Nursing Concepts and Care ((5:3:6). Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current unrestricted North Carolina licensure as a Registered Nurse.**
Nursing care of individuals, families, and groups within the community settings. Focus on implementation of community health nursing services. Clinical activities in a variety of community health agencies.

***471 Nursing Care of the Older Adult (5:3:6). Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current unrestricted North Carolina licensure as a Registered Nurse.**
Nursing care of older adults considering theories of aging, developmental, physiological/psychological functioning, common health problems, and resources. Clinical experiences in a wide variety of agencies involving older adults.

472 Nursing Research and Leadership (3:3). Pr. completion of all required 200- and 300-level nursing courses or equivalent. Current unrestricted North Carolina licensure as a Registered Nurse.
Professional nurse's role in applying principles of research, leadership, and management in health care organizations.

492 Independent Study (1-3:1-3). Pr. approval must be granted by a nursing faculty member prior to registration.
Guided readings in nursing as an individual project designed with a focus on the nursing profession and/ or nursing practice. Course offering is dependent on faculty availability.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Advanced Undergraduates and Graduate Students

505 Computer Applications in Nursing (3:2:3). Pr. Basic understanding of microcomputers or permission of instructor. • Not recommended for Nursing Administration majors.
An introduction to computer applications in nursing. Practical experience with microcomputers and generic software applicable to patient care and nursing management. Lab assignments will vary to meet specific learning needs.

540 Budget Development and Analysis of Nursing Services (3:3).
An introduction to the principles of fiscal management, health care agency accounting practices, and nurse manager's role in the budgeting process.

542 Law and Policy for Nurses (3:3).
Legal, regulatory, professional, and ethical dimensions of nursing practice and health care delivery systems.

550 Pathophysiology for Advanced Nursing (3:3).
The physiological changes across the life span and common pathophysiological mechanisms.

562 Advanced Nursing Leadership Role (3:3).
Development of the leadership and management roles in specialized areas of advanced nursing practice.

** Note: Students are individually responsible for their own transportation to and from the agencies used for practicum experiences.*

563 The Aged Developmentally Disabled (3:3). Pr. Undergraduate level psychosocial nursing course or special education courses and permission of the instructor.
Healthcare needs of older developmentally disabled persons. Holistic model incorporating the belief that developmentally disabled can continue to learn as they age.

564 The Elderly Mentally Ill Client (3:3). Pr. Undergraduate level psychosocial nursing course or equivalent course and practicum.
A holistic approach to nursing practice with the elderly mentally ill using theories of psychological functioning, and socio-economic conditions.

580 Psychoneuroimmunological Aspects of Nursing (3:3). Pr. senior or graduate status in nursing or permission of instructor.
Emerging mind-brain-body interactions. Information transmission among the mind, neuroendocrine and immune systems related to nursing.

For Graduate Students Only

601 Research Design for Nursing (3:3).

604 Nurse Anesthesia Seminar (1:1).

605 Scientific Foundations in Nurse Anesthesia I (4:4).

606 Scientific Foundations in Nurse Anesthesia II (4:4).

607 Scientific Foundations in Nurse Anesthesia III (4:4).

608 Scientific Foundations in Nurse Anesthesia IV (4:4).

610 Theoretical Foundations of Advanced Nursing Practice (3:3).

614 Information Systems in Nursing Service Administration (3:3).

615 Foundations of Nursing Education (3:3).

616 Educational Process in Nursing (3:3)

620 Issues in Advanced Professional Nursing (3:3).

638 Expanded Roles in Nursing (3:3).

641 Nursing Administration (4:4).

642 Nursing Administration: Theoretical Applications (4:2:6).

643 Nursing Administration Practicum (4:1:9).

651 Advanced Clinical Nursing I (4:2:6).

652 Advanced Clinical Nursing II (4:2:6).

653 Practicum in Nursing Education (4:1:9).

661 Scope of Gerontological Nursing (3:3).

662 Nursing Assessment of the Older Adult (4:3:3).

663 Gerontological Nursing Practicum (5:0:15).

664 Practicum: Psychogeriatric/Developmental Problems of Elders (3:3).

665 Gerontological Nurse Practitioner Practicum I (4:0:12).

666 Primary Care Management for Older Adults (4:3:3).

667 Gerontological Pharmacotherapeutics for Nurse Practitioners (3:3).

668 Gerontological Nurse Practitioner Practicum II (6:0:18)

671 Clinical Practicum in Nurse Anesthesia I (3:0:9).

672 Clinical Practicum in Nurse Anesthesia II (3:0:9).

673 Clinical Practicum in Nurse Anesthesia III (6:0:18).

674 Clinical Practicum in Nurse Anesthesia IV (3:0:9).

675 Clinical Practicum in Nurse Anesthesia V (3:0:9).

692 Independent Study (1 to 3).

698 Advanced Nursing Project (1 to 3).

699 Thesis (1 to 3).

800 Graduate Registration (0).

Chapter 6
Special Academic Programs

Freshman Seminars Program

Freshman Seminars are small discussion classes that introduce students to various areas of study in the All-University Liberal Education Requirements (AULER). Each seminar focuses on a topic, issue, or problem selected by the instructor; seminar topics change from one semester to the next and are described in a booklet that is distributed to advisors at the beginning of each semester. Additional information on Freshman Seminars may be obtained from the Center for Critical Inquiry in the Liberal Arts, 100 Foust Building (x3186).

Freshman Seminar Courses (FMS)

Freshman Seminars are open ONLY to freshmen. Except for FMS 103 (which is equivalent to ENG 101/RCO 101, English Composition I), all seminars are offered as writing-intensive courses (see p. 75). **Students may not receive credit for more than one seminar under the same course number, even if the contents of the seminars are different.**

101 Freshman Seminar in Historical Perspectives on Western Culture - I (3:3).
Introduction to the historical study of western culture from ancient times through the Reformation. *[HP, CHP-CPM].*

102 Freshman Seminar in Historical Perspectives on Western Culture - II (3:3).
Introduction to the historical study of western culture from the 17th century through modern times. *[HP, CHP-CMO].*

103 Freshman Seminar in Reasoning and Discourse (3:3). • Equivalent credit to ENG 101/RCO 101; students may not receive credit for both FMS 103 and either ENG 101 or RCO 101.
Instruction and practice in deliberative, informative, and reflective writing based on the study of primary texts. Emphasis on the writing/revising process and on critical reading. *[RD, CRD].*

104 Freshman Seminar in Natural Science (3:3).
Introduction to the scientific study of the natural world. Illustrates the nature of scientific inquiry and the formulation of hypotheses. [NS, CLS or CPS].

104L Laboratory for Freshman Seminar in Natural Science (1:0:3). Pr: concurrent registration in FMS 104.
Laboratory work to accompany FMS 104. *[NS, CPS or CLS].*

105 Freshman Seminar in Fine Arts (3:3).
An introductory study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre). *[FA, CFA].*

106 Freshman Seminar in Analytic and Evaluative Studies (3:3).
An introduction to the abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values. Topics may be drawn from ethics, metaphysics, epistemology, historiography, religion, and cultural anthropology. *[AE, CAE].*

107 Freshman Seminar in World Literature (3:3).
A study of major works in the literature of countries other than Britain and the United States. *[WL, CWL].*

108 Freshman Seminar in Social and Behavioral Studies (3:3).
Introduction to the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas. *[SB, CSB].*

109 Freshman Seminar in Non-Western Studies (3:3).
Studies of cultural forms of expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions. *[NW, CNW].*

110 Freshman Seminar in British or American Literature (3:3).
A study of selected major works in the literature of Britain or the United States. *[BL, CBL].*

Honors Program

The Honors Program offers highly qualified students an opportunity to pursue a unique course of study that is both intellectually stimulating and challenging. The Program is not designed to be a major. Thus students in the Honors Program must complete the requirements for one of the academic or professional programs offered in the University. The Honors Program is, however, designed to be compatible with all major and professional programs and generally adds only a few additional hours to the four-year plan.

The Honors Program provides a strong base in the liberal arts leading to more specialized and independent work as students progress toward the bachelor's degree. It consists of three parts.

1. In their first two years students take Honors Core Seminars, courses specially designed for the Program that explore fundamental areas of study in natural sciences, social sciences, art and literature, and analytical and evaluative studies.

2. Students must enroll in at least nine additional hours of designated Honors courses. These may consist of honors sections of regularly-scheduled courses meeting College and University general education requirements (e.g. Introduction to Sociology, Mythology, etc.), upper division Honors seminars, disciplinary work offered through departments and schools, or independent studies conducted under the direction of a faculty member. This component of the Program is designed to provide students with flexibility in coordinating Honors with the requirements of their major programs.

3. The final component of the program is the Senior Honors Thesis. Required of all students completing the Program, the senior thesis covers a topic chosen by the student and is completed in the senior year.

Association with faculty and other Honors students in the Program is close, a welcome contrast to large impersonal lecture classes. Every aspect of the program provides special opportunities for exceptionally qualified students to grow intellectually through contact with a community of Honors students and faculty.

Honors Council

The program is under the general supervision of an Honors Council composed of faculty and students from the various schools of the University, as well as from the College of Arts and Sciences.

Ronald D. Cassell, Director of Honors Program, Department of History
Laurie White, Assistant Director of Honors Program, Department of English
Porter Aichele, Department of Art
Kate Barrett, Department of Exercise and sport Science
Rob Cannon, Department of Biology
Steven Danford, Department of Physics and Astronomy
Dee Irwin, Department of Curriculum and Instruction
Timothy Johnston, Associate Dean, College of Arts and Sciences, Ex Officio
Derek Kreuger, Department of Religious Studies
Dennis Leyden, Department of Economics
Terry McConnell, Department of Philosophy
Charles Prysby, Department of Political Science
John Salmon, School of Music
Susan Shelmerdine, Department of Classical Studies
Amy Gavvett, Student Member
Robert Stockberger, Student Member
Christina Wilson, Student Member

Program Requirements

All students with an overall grade point average of 3.3 or above are eligible for admission to the Honors Program. Freshmen are admitted on the basis of high school standing, projected grade point average, SAT scores or, exceptionally, through personal interview.

To complete the Honors Program:

a) eligible students must enroll in a minimum of 18 semester hours of Honors courses;

b) 6 of the 18 must include two Honors Core Seminars, except for junior transfers for whom the requirement is 3 of 18;

c) 3 of the 18 must be in Senior Honors Thesis.

The remaining 9-12 hours may include any other Honors courses. There is no maximum number of courses in which a student may enroll. To remain in the program, students must maintain a cumulative UNCG grade point average of 3.3 or above. A student whose GPA falls below the minimum required may, at the discretion of the Director, continue in the program for a probationary period of one semester. Students who take the minimum required curriculum will have completed the Honors program and will have this accomplishment so recorded on their transcripts.

HONORS PROGRAM COURSES (HSS)

Honors Core Seminars (6 hrs required)

Honors Core Seminars may be used to meet liberal education requirements in the credit areas indicated below. They, however, cannot substitute for introductory prerequisites in the major. Students completing the Honors Program must take three Honors Core Seminars, one each from three of the four categories described below. Specific topics will vary from year to year. The courses may be repeated for credit as topics change.

205a, b, c Aesthetic Dimensions of Culture (3:3). Pr. 3.3 GPA or permission of the Director.
Studies in the arts (literature, painting, sculpture, music, architecture, theater, cinema, and dance) and their interpretation, drawing on the perspectives of culture, history and theory. *[HSS 205a — BL, CBL; HSS 205b — WL, CWL; HSS 205c — FA, CFA].*

206 Social and Political Dimensions of Culture (3:3). Pr. 3.3 GPA or permission of the Director.
Influential texts, authors, movements, and critical issues or problems concerned with the conditions, mechanisms and aims of social life. *[SB, CSB].*

207a, b Scientific Dimensions of Culture (3:3). Pr. 3.3 GPA or permission of the Director.
Critical examination of the impact of revolutionary advances in natural science on our understanding of nature and attitudes about humanity and society. Cannot substitute for introductory prerequisite in the major. *[HSS 207a — NS, CPS; HSS 207b — NS, CLS].*

208 Seminar in Analytical and Evaluative Studies (3:3). Pr. 3.3 GPA or permission of the Director.
Analytic and evaluative studies of the search for basic knowledge that have informed systems of thought in intellectual history. *[AE, CAE].*

Honors Electives

220 Student Seminar (2:2).
Students (usually eight to ten) agree on a general topic for a semester's study. Each participant defines a special interest to be explored individually as a contributing member of the group. A faculty member directs the group's discussions. (Not offered every year.)

300 Interdisciplinary Honors Seminar (3:3). • May be repeated for credit as topic changes.
Interdisciplinary seminar focusing on a particular theme or topic and taught by two faculty members from different disciplines or schools. Topic varies each semester.

400, 401 Senior Honors Seminar (3), (3). Pr. Completion of the Honors Core Requirement or permission of the Director of the Honors Program.
Provides qualified students the opportunity to study special topics in an advanced seminar setting with the rigorous and intense discipline implied at the senior level.

Honors Directed Study

330 Honors Independent Study (1 - 3). Pr. 6 hrs. in Honors Core Seminars. • May be repeated once for credit if the topic of study changes.

Student consults with a supervising faculty member to develop a program of concentrated study and investigation within a particular discipline.

490 Senior Honors Thesis (3 - 6). Pr. 6 hrs. in Honors Core Seminars and approval of the Honors Council.

Independent original scholarship in the student's primary area of interest completed under the supervision of a faculty member. Work culminates in an original essay, annotated creative work or performance, or scientific report, depending upon the area of specialization. While completing the Honors Thesis the student may not enroll in more than thirteen additional hours in either semester.

Departmental Honors Sections

Departments may offer special Honors sections of regularly-scheduled courses such as Introduction to Sociology (SOC 211), Mythology (CCI 205), Introduction to Earth Science (GEO 103), etc. Qualified students may enroll in Honors sections (designated by an "H" after the course number), even if they do not expect to complete the Honors Program. However, Honors sections may be used by students in the Program to complete the 18-hour minimum requirement.

xxx493 Honors Work (3-6). Pr. 3.3 GPA in the major, 12 hours in the major.

(See Departmental listings). Disciplinary Honors work providing students with advanced study of the primary literature in their area of specialization.

MEDICAL TECHNOLOGY PROGRAM

Director: Dr. Robert Gatten, Department of Biology, 312 Eberhart Building

Coordinator: Reta Beck, Department of Biology, 322 Eberhart Building

UNCG students interested in medical technology have two programs of study from which to choose:

1. A program leading to the Bachelor of Science in Medical Technology.
2. A program which includes receipt of a BA or BS with a major in either Biology or Chemistry and the completion of an additional 12 months of study in a School of Medical Technology which has been approved by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS).

Because the recommended courses of study for both programs are essentially the same during the first year, students do not have to make a choice of programs until the end of the freshman year. Students in either program should complete the following courses during their freshman year or during the subsequent summer session: BIO 111, 112 and CHE 111, 112, 114, 115.

MEDICAL TECHNOLOGY MAJOR (BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY)

Students pursuing this degree program complete a minimum of 94 semester hours at UNCG and then complete 12 months of study at one of the affiliated Schools of Medical Technology. The BSMT is awarded only after successful completion of the final year of study at one of the four affiliated clinical schools listed below. Students earning the degree are eligible for state and/or national certification, registration, and/or licensure.

Participation in and completion go the 94 semester hours at UNCG does not guarantee acceptance into the 12-month Medical Technology program at one of the affiliated hospitals. Students should apply for admission to an affiliated hospital school early in their junior year at UNCG. A student must have attained a GPA of at least 2.5 to be considered for admission by the hospital programs.

Required: 124 semester hours, including

- 94 semester hours at UNCG
- 30 semester hours at the School of Medical Technology at one of the following:

  Moses H. Cone Memorial Hospital in Greensboro, N.C.
  Forsyth Memorial Hospital in Winston-Salem, N.C.
  Baptist Hospital - Bowman Gray School of Medicine in Winston-Salem, N.C.
  Carolinas Medical Center in Charlotte, N.C.

College of Arts and Sciences Liberal Education Requirements (CLER) (48-49 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER).

CLER Requirements	Semester Hours
1. Analytic and Evaluative Studies (CAE)	3
2. British or American Literature (CBL)	3
3. Fine Arts (CFA)	3
4. Historical Perspectives on Western Culture (CHP/CPM or CHP/CMO)	3*
5. Mathematics (CMT)	3
6. Natural Science (CLS and CPS)	9-10
7. Non-Western Studies (CNW)	3
8. Reasoning and Discourse (CRD)	6
9. Social and Behavioral Sciences (CSB)	6*
10. World Literature (CWL)	3
11. Foreign Language	6**

*These areas reflect exemptions approved by the College of Arts and Sciences for this program as follows: Historical Perspectives on Western Culture (CHP), 3 hours exempted and 3 hours required; and Social and Behavioral Sciences (CSB), 3 hours exempted and 6 hours required. Only students in the BSMT program are granted these exemptions.

**The Foreign Language requirement can be satisfied by completing 6 semester hours at the appropriate level to be determined on the basis of high school foreign language background.

See pp. 75-76 for a complete description of the College requirements and pp. 69-71 for a listing of courses meeting AULER/CLER requirements.

Major Requirements

1. BIO 111, 112, 277, 355 or 392, 481, 483.
2. CHE 111, 112, 114, 115, and one of the following options:
   (a) CHE 205 + 206 and 331 + 333
   (b) CHE 351, 352, 354
   (c) CHE 351 and 331 + 333
3. MAT 119 or 120 or 121 or 191 or 292 (MAT 191 is a prerequisite for MAT 292).
4. PHY 101 and 102, or 291 and 292, or 305.

Electives

Electives sufficient to complete total semester hours required for degree. See below for suggested electives.

Note: The BSMT program must include these minimum requirements: 16 semester hours in approved biology courses including a course in microbiology and immunology (BIO 481 fulfills both of these requirements); 16 semester hours in chemistry including one semester of organic chemistry; 3 semester hours in college level mathematics; and 3 semester hours in physics.

Suggested Sequence for the BSMT Student

	Course	*Hrs*		*Course*	*Hrs*
Freshman year:					
Fall:	CPM or CMO	3	Spring:	CMT (Math)	3
	CHE 111	3		CHE 114	3
	CHE 112	1		CHE 115	1
	BIO 111	4		BIO 112	4
	CSB	3		CRD or FMS or RCO	3
	ESS	1		**Total**	**14**
	Total	**15**			
Sophomore year:					
Fall	Foreign Language *	3	Spring:	Foreign Language	3
	CAE	3		BIO 355**	3
	CHE 205 and 206	4		BIO 277	4
	BIO 355 or 392**	3		CWL	3
	CFA	3		CRD	3
	Total	**16**		**Total**	**16**
Junior year:					
Fall:	CHE 331	3	Spring:	PHY 305	4
	CHE 333L	1		BIO 483	3
	CSB	3		Elective	3
	BIO 481	4		CNW	3
	CBL	3		Elective	3
	Elective	3		**Total**	**16**
	Total	**17**			

Total Hours = 94

* Foreign language is "at appropriate level." If starting a new language, 101-102; if continuing a language, 203-204.

** Either BIO 355 or BIO 392 must be taken in the sophomore year in order to take BIO 481 and BIO 483 (which have a prerequisite of one of these courses) in the junior year. Both BIO 355 and 392 are taught in the Fall semester; BIO 355 is also taught in the Spring semester.

Suggested electives: BIO 472 (Functional Microscopic Anatomy)
BIO 535 (Biochemistry)
BIO 583 (Virology) or 584 (Immunology) — alternate years
BIO 594 (Biotechnology)
A statistics course, a management course, a computer course

Students must take four Writing Intensive courses, including one at the lower level, one at the upper level, and one in the major (BIO 111 and 112 labs and BIO 481 are Writing Intensive).

Clinical Year

During the 12 months in a clinical program at an affiliated hospital, students in the BSMT program earn 30 semester hour of credit from among the following course areas:

Microbiology (Bacteriology, Parasitology, Virology, Serology, Mycology); Biochemistry and Isotopes; Clinical Microscopy; Hematology and Immunology; Blood Bank; Cytology and Cytogenetics; Basic Electronics, Instrumentation, and Computer Technology; Ethics and Laboratory Management; and Laboratory Seminars, Medical Mortality Conferences, and Abnormal Laboratory Rounds.

Because the course requirements for the BSMT are so complex, students in the program must confer with their assigned faculty advisor at least once each semester. Students in the program should schedule an appointment with their faculty advisor in the Spring Semester of their Sophomore year to review their transcript and GPA; at that time, the advisor will offer an assessment of the student's progress and competitive position for admission to a hospital program for the clinical year. Any student who is undecided about which program to pursue (BSMT or BA/BS in Biology/Chemistry plus a year of clinical study) should consult an advisor who can recommend courses within the curriculum that would minimize the time needed to switch from the BSMT to the BA or BS in Biology or Chemistry.

BIOLOGY OR CHEMISTRY MAJOR PLUS A YEAR OF CLINICAL STUDY

Students electing this program earn a Bachelor of Arts or Bachelor of Science with a major in either Biology or Chemistry from UNCG. During their final year at UNCG they apply for admission to a School of Medical Technology approved by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS) for their final year of study.

Students electing this program must take the same subjects listed as major requirements for the BSMT program. They must consult with the head of the department in which they are majoring or their faculty advisor in selecting other courses necessary to fulfill the BA or BS requirements.

Eligibility for certification, registration, or licensure does not come until the student completes the final year of clinical training in a NAACLS-approved School of Medical Technology.

PREPROFESSIONAL PROGRAMS— DENTISTRY, MEDICINE, AND VETERINARY MEDICINE

Advisory Committee

Robert E. Cannon, Chair of Advisory Committee and Associate Professor, Department of Biology
Robert P. Doolittle, Director, Student Health Center
Eric Johnston, Assistant Professor, Department of Chemistry
Frank McCormack, Professor, Department of Physics and Astronomy
Walter L. Salinger, Professor, Department of Psychology

Students should contact a member of this committee for assistance in planning their program of study.

The admission requirements vary slightly among the various schools and programs. For specific information students should write directly to the individual schools for catalogs or consult the library. Other sources of information are current volumes of **Medical School Admission Requirements and Admission Requirements of American Dental Schools.**

The preprofessional programs constitute a core of courses which must be completed before admission to the professional schools. They can be successfully incorporated into almost any major. It has been shown in the case of medical schools that the choice of major does not significantly affect the student's probability of admission. Students should give consideration to any major which they find interesting and in which they feel they can do well. Nearly all students accepted to medical, dental, and veterinary schools have completed a bachelor's degree.

Medical schools generally require 2 semesters of English; 2 semesters of general biology (BIO 111, 112); 2 semesters of general chemistry with laboratory (CHE 111, 112, 114, 115); 2 semesters of organic chemistry with laboratory (CHE 351, 352, 354); 2 semesters of physics (PHY 101, 102 or 291, 292). A few schools (e.g., Duke) also require mathematics through Calculus (MAT 191, 292).

Other courses which are often recommended include Mammalian Physiology (BIO 277), Biochemistry (BIO 535 or CHE 556), Genetics (BIO 392).

Dental school preparatory course requirements are usually very much like those for medical school. Many schools do, however, require Quantitative Analysis (CHE 331, 333).

The list of required courses for **veterinary schools** is considerably more extensive than that for medical or dental schools. In addition to specifying more courses in mathematics, chemistry, and biology, these programs typically require or recommend more courses in animal science, general microbiology (BIO 481), biochemistry (BIO 535 or CHE 556) and nutrition (FNS 213). Significant work experience with animals or in a veterinarian's practice is required. Students interested in veterinary school should make contact with the school and with the advisory committee at an early stage of their undergraduate careers.

The achievement of outstanding academic credentials should not be accomplished at the cost of totally sacrificing extracurricular activities. Most professional programs prefer students who have participated in nonacademic activities and actively pursued a range of interests.

In addition to the core of preparatory courses, virtually all professional schools require some form of standardized test prior to consideration of a student's admission application. These tests are usually taken in the spring before application is made. Medical schools require the Medical College Admission Test (MCAT), dental schools the Dental Admission Test (DAT), and veterinary schools the Veterinary College Admission Test (VCAT). As of Fall 1992, no standardized test is required for the veterinary school at North Carolina State University.

Applications to professional schools are made a year before expected enrollment, usually between June 15 and November 15. Early application is strongly recommended. The American Medical College Application Service (AMCAS) is the agent for most medical schools, and the American Association of Dental Schools Application Service (AADSAS) is the agent for many dental schools. Application materials are available from the committee. Veterinary, medical, and dental schools not subscribing to one of the application services must be contacted individually.

PREPROFESSIONAL PROGRAM—ENGINEERING

Advisor

Paul F. Duvall, Professor, Department of Mathematical Sciences
Robert B. Muir, Associate Professor, Department of Physics and Astronomy

The following two-year pre-engineering curriculum offers preparation for students who plan to transfer to engineering programs in other institutions. This program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina

A & T State University, North Carolina State University, and The University of North Carolina at Charlotte. **Students interested in engineering should contact one of the advisors above as soon as possible.**

Note: Courses that satisfy the "social science or humanities" requirement are listed in the designated AULER categories (see p. 70). Recommended are a beginning course in literature, history (200 level), history or philosophy of science, and communications (COM 105). Some engineering programs require proficiency in a foreign language through the level of the first year (101-102). Students should make appropriate selections after consultation with an advisor.

FRESHMAN YEAR

1st Semester

Courses	Semester Hours
ENG 101 or exemption	3
CHE 111, 112	4
MAT 119 or 191	3
Social Science or Humanities (AE, BL, FA, HP, NW, SB, WL)	6
Exercise and Sport Science	1
	17

2nd Semester

ENG 102 or exemption	3
CHE 114, 115	4
MAT 191, 121 or 292	3
MAT 220	3
Social Science or Humanities (AE, BL, FA, HP, NW, SB, WL)	3
Exercise and Sport Science	1
	17

SOPHOMORE YEAR

1st Semester

PHY 291	4
MAT 292 or 293	3
Social Science or Humanities (AE, BL, FA, HP, NW, SB, WL)	3
ECO 201 or elective	3
CSC 130	3
Exercise and Sport Science	1
	17

2nd Semester

PHY 292	4
MAT 293 or elective	3
Social Science or Humanities (AE, BL, FA, HP, NW, SB, WL)	6-9
Exercise and Sport Science	1
	14-17

PREPROFESSIONAL PROGRAM—LAW

Advisory Committee

Converse Clowse, Chair of Advisory Committee, Department of History
Susan Buck, Department of Political Science
Christopher Hodgkins, Department of English
Frank Land, Department of Management
Gary Rosenkrantz, Department of Philosophy

Admittance to law school is primarily achieved through a favorable consideration of a student's grade point average, scores on the law school admission test (LSAT), and other materials furnished in an application for admission. Students who plan to attend law school may select their major from any academically respectable field. However, since law schools seek to admit students who can think, speak, and write only at the highest levels of competency, interested students, regardless of their major, should always select courses which engender skills in critical, creative, and reflective thinking as well as clear, cogent, and concise writing and speaking. In order to attain these vital skills, prelaw students are most strongly advised to take the core courses which grant credit in the area of Reasoning and Discourse (RD). These courses are, in alphabetical order, COM 105, 231, 341; ENG 101, 102, 223, 301; FMS 103; PHI 115, 211. Students interested in prelaw should consult a prelaw advisor in addition to their major advisors.

PREPROFESSIONAL PROGRAM—MEDICINE

(see Dentistry, Medicine, and Veterinary Medicine)

PREPROFESSIONAL PROGRAM—PHARMACY

Students seeking a professional degree in pharmacy may follow a prepharmacy curriculum at UNCG for two years before transferring to a school of pharmacy. An additional three to four years will then be required depending on whether the Bachelor of Science in Pharmacy or the Doctor of Pharmacy degree is sought. There are 73 accredited schools of pharmacy in the United States. The two in North Carolina are located at the University of North Carolina at Chapel Hill and at Campbell University.

Prepharmacy requirements generally include the following:

First year

CHE 111, 112, 114, 115
Algebra, Calculus, or Statistics
ENG 101, 102
Foreign language or other approved liberal arts courses
BIO 111, 112

Second year

CHE 351, 352, 354
PHY 305 or 101, 102
BIO 271
ECO 201
Other specified courses for a total of 64 sem. hrs. of prepharmacy work

Students will also be required to take the Pharmacy College Admission Test in the second year.

Completion of the prepharmacy work at UNCG does not guarantee admission to pharmacy school. Students should consult a prepharmacy advisor before registering for courses. Those planning to apply to out-of-state pharmacy schools should bring along information from those schools.

PREPROFESSIONAL PROGRAM—PHYSICAL THERAPY

Advisors

Department of Biology: Cannon, Katula, Leise, Lepri, and Henrich

There are currently four physical therapy programs in North Carolina. The programs at UNC-Chapel Hill and Duke University offer entry-level Masters degrees. Beginning Fall 1995, the program at East Carolina University will replace its bachelors degree program with an entry-level Master of Physical Therapy program (MPT). Winston-Salem State University offers a BS in Physical Therapy.

Students seeking a masters degree in physical therapy may major in any academic area but will be expected to complete a core of science courses. The minimum grade point average for admission is 3.0 on a 4.0 scale. Volunteer experience in physical therapy is required for admission. Requirements for the MPT generally include the courses shown below.

Statistics 108 or Psychology 310
Introductory Biology (BIO 111, 112)
Anatomy (BIO 271)
Physiology (BIO 277)
Physics 101 and 102
General Chemistry (CHE 111, 112 and 114, 115)
General Psychology (PSY 221)
Human Growth and Development (HDF 211 or PSY 326)
CPR Certification

Additional recommendations include computer literacy and course work in biomechanics, histology, and genetics. Students should contact the programs directly to ensure that they meet current requirements for each school. A complete listing of accredited physical therapy programs is available from the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314 (703) 684-APTA.

Students should contact an advisor for assistance in planning their program of study.

PREPROFESSIONAL PROGRAM—VETERINARY MEDICINE

(see Dentistry, Medicine, and Veterinary Medicine)

RESIDENTIAL COLLEGE

Mary Foust Hall/College of Arts and Sciences

Frances C. Arndt, Director and Lecturer in Residential College
Mary Beth Boone, Lecturer in Residential College
Betty A. Carpenter, Assistant Director and Lecturer in Residential College
Malcolm J. Colbert, Lecturer in Residential College
Frances Davis, Lecturer in Residential College
Richard C. Ellis, Lecturer in Residential College
Charles E. Headington, Lecturer in Residential College
Kerry Maher, Lecturer in Residential College
Deborah Seabrooke, Lecturer in Residential College
Murray D. Arndt, Emeritus, Department of English
Joachim T. Baer, Department of German and Russian
Dina Durward, Department of Public Health Education
John A. D'Emilio, Department of History
Nan Enstad, Department of History
Thomas K. Fitzgerald, Department of Anthropology
Jo A. Leeds, Emeritus, Department of Art
Henry S. Levinson, Department of Religious Studies
Michael E. Lewis, Department of Geography
Dennis P. Leyden, Department of Economics
William T. Markham, Department of Sociology
Charles D. Orzech, Department of Religious Studies
Bennett H. Ramsey, Department of Religious Studies
Grayson S. Sallez, Department of Mathematics
Mark I. Smith-Soto, Department of Romance Languages
Ann B. Somers, Department of Biology
Richard A. Swanson, Department of Exercise and Sport Science

The Residential College was created at UNCG in 1970 to provide a setting which encourages innovative study, small classes, unity of academic and social experiences, and close student-faculty contacts.

The Residential College is a two-year program for freshmen and sophomores with a limited number of upperclassperson participants. Members of the program live and have classes in a coeducational residence hall. A Residence Hall Director, who often serves on the faculty, resides in the hall. Other faculty members have offices in the residence hall. Students and faculty serve on governing committees and participate together in special events within the dormitory.

Faculty members from many different departments and schools teach in the Residential College. Courses taught meet All-University Liberal Education Requirements and requirements of the College of Arts and Sciences.

All students participate in an interdisciplinary core course focusing on the American experience and choose from a wide range of other academic subjects. These seminars, along with varied types of independent study and community service work, make up six to nine hours of a student's semester course load. The remaining semester hours are taken in the University outside the Residential College. (Residential College students are full members of UNCG and are expected to participate in the life of UNCG.)

All students who have been admitted to UNCG automatically qualify for application to Residential College. Anyone who wishes to receive more information about the program is encouraged to write directly to the Residential College.

RESIDENTIAL COLLEGE COURSES (RCO)

101 English Composition I (3:3). • Equivalent credit to ENG 101/FMS 103; students may not receive credit for both RCO 101 and either ENG 101 or FMS 103.
Designed to develop the student's ability to read with discrimination and write effectively. Seabrooke. *[RD, CRD].*

102 English Composition II (3:3).
Practice in writing responsible public discourse. Students write extended, informed arguments on issues of public concern. Attention to critical reading, effective use of evidence. Seabrooke. *[RD, CRD].*

108, 109, 208, 209 Residential College Core Course: The American Experience. First year: The Deep Roots through 1890. Second year: America and the Modern World: 1890-present. The four semester series of courses is multi-disciplinary and is assigned credits in HP, AE, BL and SB areas. Sections offered for 1994-95 were:

208 The American Experience, 1890-1945 (3).
F. Arndt, Ellis, Enstad, Headington, Ramsey.

209 The American Experience, 1945-Present (3).
F. Arndt, Colbert, D'Emilio, Ellis, Headington.

131, 132, 231, 232 Residential College Seminars (9), (9), (3 to 9), (3 to 9).
Concentrated and in-depth seminars meeting College of Arts and Sciences and All-University Liberal Education Requirements and intended to complement the core program. Seminars are set up each year, each with 3 hours credit. Seminars for 1994-95 were:

220-01 College Algebra.
Sallez. *[MT, CMT].*

220B-01 Contemporary Topics in Mathematics.
Sallez. *[MT, CMT].*

221-64 Twentieth-Century Russian Literature.
Baer. *[WL, CWL].*

221-77 Myth and Theory.
Orzech. *[AE, CAE].*

221-89 Nonwestern Religions.
Orzech. *[NW, CNW].*

221-91 Magic and Realism.
Smith-Soto. *[WL, CWL].*

224W-46 Introduction to Sociology.
Markham. *[SB, CSB].*

224H-71 Principles of Microeconomics.
Leyden. *[SB, CSB].*

227-13 Introduction to Earth Science.
Lewis. *[NS, CPS].*

241-04 Grail Literature.
F. Arndt, M. Arndt. *[BL, CBL].*

241-50 Detective Fiction.
F. Arndt. *[WL, CWL].*

241-68 Russian Literature in Translation.
Baer. *[WL, CWL].*

241-80 Drama Appreciation: The American Experience.
Maher. *[FA, CFA].*

241-82 Methods and Meanings in Modern European Artists.
Boone.

244-32 General Psychology.
Davis. *[SB, CSB].*

244W-59 Cultures of the Pacific.
Fitzgerald. *[NW, CNW].*

244-68 History and Cultures of Native Americans.
Ellis. *[NW, CNW].*

247-14 Conservation Biology.
Somers. *[NS, CLS].*

256-01 Service Learning.
Carpenter.

262-01 Independent Study (1 to 3).

271-27 History of American Sports.
Swanson.

271-28 Sexuality: Behavior and Relationships.
Durward.

301 Independent Study (3).
Carpenter.

302 Advanced Study (3).
Carpenter.

Special Programs in Liberal Studies

The College offers six programs of focused interdisciplinary study, each of which is firmly grounded in the liberal arts. These programs, designed and administered by faculty committees, are listed below.

In addition, when existing programs in the liberal arts do not meet certain academic needs, students may petition to pursue an interdisciplinary major that they design, in consultation with relevant faculty. Students interested in pursuing this possibility should first discuss it with relevant faculty and then consult with the Associate Dean of the College, Professor Timothy D. Johnston (Room 100, Foust Building). If the request seems justifiable, a faculty committee is appointed to work with the student in developing a program in an academically feasible and coherent manner. Upon the approval of that faculty committee and the Associate Dean, a self-designed interdisciplinary program of study is established as a major for the student, a faculty advisor is appointed, and the Director of Academic Advising and Support Services and the Registrar are notified.

Special Programs in Liberal Studies

African American Studies

Archaeology

International Business Studies (co-sponsored with the Bryan School of Business and Economics)

International Studies:

Area I: **A Global Approach to International Development (major or minor)**

Area II: **Inter-Cultural Studies (major or minor)**

Area III: **Regional Studies**

- **Russian Studies (major or minor)**
- **European Studies (second major or minor)**
- **African Studies (minor)**
- **Asian Studies (minor)**

Linguistics

Women's Studies

As with other programs, students must meet the liberal education requirements of the College of Arts and Sciences. See pp. 70-71 and 75-76 for a detailed listing of courses meeting each area requirement.

African American Studies

Committee Members

Frank Woods, Interim Chair, African-American Studies Program
Willie L. Baber, Department of Anthropology
Kathleen Casey, School of Education
Mary V. Compton, Department of Communication and Theatre
Mary P. Erdmans, Department of Sociology
Timothy D. Johnston, Chair, Special Programs in Liberal Studies, ex officio
Carolyn Moore, Department of Social Work
Odessa Patrick, Department of Biology

Ben Ramsey, Department of Religious Studies
Leonora Richardson, School of Nursing
Pamela A. Wilson, Minority Student Affairs

The program has several objectives:

1. To promote the teaching and learning about the history and experience of blacks in American society as an integral part of the University experience.

2. To add a vital humanistic dimension to the liberal arts undergraduate experience of students in the university by enabling all students, black and white, to learn how blacks have exerted an indelible impact on American society and to assist black students in learning more about their history and background.

3. To provide a global perspective to the University community by presenting students with various opportunities to engage in courses which promote learning about the culture of Africa, individuals in Africa and African diaspora countries.

4. To provide a learning environment for students through courses and activities that develop research, writing, critical thinking and effective communication.

5. To establish and maintain the interdisciplinary nature of the program by offering courses from other departments which reflect and support the major objectives of the program.

Students who wish to propose a Special Program in Liberal Studies minor in African American Studies should contact the chairman of the African American Studies Committee. The Chairman or members of the Committee will advise the student in the selection of courses to constitute the minor.

The undergraduate courses listed below focus almost entirely on issues, areas of knowledge, and concerns related to the black experience.

AFRICAN AMERICAN STUDIES MINOR

The minor requires 18-21 semester hours that can be selected from the following courses:

AFS 100, 200, 210; ATY 325, 335; ENG 374, 376; HIS 203, 204, 301, 302; MUS 214, 344; SOC 327; Residential College courses with appropriate content and focus. Recently, HIS 203, 204, 301, 302 and MUS 214 and 344 have been approved to be cross-listed with African American courses.

AFRICAN AMERICAN STUDIES COURSES (AFS)

100 Blacks in America (3:3).
Introduction to African-American culture through an historical and social perspective. *[HP, CHP-CMO].*

200 African American Art History (3:3).
The development of Afro-American art placed within the context of mainstream American art and the history of the blacks in this country.

210 Blacks in American Society: Social, Economic, and Political Perspectives (3:3).
Social, political, economic experience of blacks in the United States. Topics include the black family, Civil Rights Movement, black politicians, and blacks in the labor market. *[SB, CSB].*

305 Special Topics in African American Studies (3:3). Pr. 100 or permission of instructor. • May be repeated once for credit when topic varies.
An in-depth study of a selected topic or topics in African American Studies involving directed reading and research.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

ARCHAEOLOGY

Committee Members

Jeffrey S. Soles, Chair, Archaeology Program, Department of Classical Studies
Brad Bartel, Department of Anthropology
Joseph B. Mountjoy, Department of Anthropology
Jeffrey C. Patton, Department of Geography
Mary Kaye Sandford, Department of Anthropology
Timothy D. Johnston, Chair, Special Programs in Liberal Studies, ex officio

The Special Programs in Liberal Studies major with a concentration in Archaeology introduces students to the ancient civilizations and cultures of the Old and New Worlds and to the analytical tools that facilitate their study. The major is designed to develop both anthropological and historical perspectives in archaeological research, to encompass the range of prehistoric to early historic cultures in the Old and New Worlds, and to introduce the theoretical concepts and methodological techniques appropriate to archaeological research.

ARCHAEOLOGY MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours

Major Requirements

Minimum 30 semester hours distributed as follows. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level:

1. **Core Requirements (12 hours)**
   ATY 258 World Prehistory
   ATY 360 Modern Archaeology
   CCI 211 Introduction to Classical Archaeology (Greece)
   CCI 212 Introduction to Classical Archaeology (Rome)
2. **Area Requirements (6 hours with 3 from each category)**
   Old World Archaeology:
   ATY 501 Selected Topics in Anthropology (European Archaeology)
   CCI 312 The Art and Archaeology of Egypt
   CCI 313 Archaeology of the Aegean
   CCI 314 Ancient Cities
   New World Archaeology:
   ATY 362 Archaeology of the Eastern United States
   ATY 533 Archaeology of Mexico
3. **Analytical Methods and Techniques (6 hours with no more than 3 from ATY 378, ATY 478, CCI 401)**
   ATY 378 Historical Archaeology Field Techniques
   ATY 478 Field Methods in Archaeology
   ATY 479 Analysis of Archaeological Data
   ATY 553 Human Identification
   CCI 401 Archaeological Practicum
   GEO 314 Physical Geography: Landscape Processes
   GEO 323 Air Photo and Remote Sensing

4. **Electives (6 hours from any of the above courses or the following related courses)**
   ART 201 Ancient Art
   ART 281 Ceramics I
   ART 285 Photography
   ATY 213 Cultural Anthropology
   BIO 106 Plants and Civilization
   CCI 450 Internship in Classical Studies
   GEO 321 Map Design
   HIS 220 The Ancient World
   PHI 325 Introduction to the Philosophy of Science

Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.

Archaeology Minor

A minimum of 15 hours with 9 hours chosen from the Core Requirements and 3 hours chosen from each category of the Area Requirements.

International Business Studies

Committee Members

Frank Land, Chair, International Business Studies Program, Department of Management & Marketing
Stuart Allen, Department of Economics
Thomas Fitzgerald, Department of Anthropology
Nur Gryskiewicz, Department of Management & Marketing
Jean P. Koenig, Department of Romance Languages
Frank Land, Department of Management and Marketing
David Olson, Department of Political Science
Timothy D. Johnston, Chair, Special Programs in Liberal Studies, ex officio

The Special Programs in Liberal Studies major with a concentration in International Business Studies introduces students to business and economic institutions and practices in the global environment. The program emphasizes the importance of foreign language proficiency and the importance of the multicultural nature of a global economy. Students must meet the requirements for admission to the Bryan School of Business and Economics and must be formally admitted to the International Business Studies program. Students interested in applying should contact the Bryan School Advising Center, Room 232, Bryan Building. The program leads to a Bachelor of Science degree.

International Business Studies Major (Bachelor of Science)

Required: 127 semester hours

Major Requirements:

1. **A. Common Body of Knowledge (39 hours)**
   ACC 201, 202; ECO, 201, 202, 250; FIN 315; ISM 110, 280, 360; MGT 312, 320, 330, 491
   B. International (6 hours)
   Any two of the following: ECO 203, 360; FIN 444; MGT 390, 426

2. **International Studies (27 hours)**

   Six hours in a Foreign Language (intermediate level of one language).

   Six hours in two courses in literature in a foreign language beyond the intermediate level, in 300-level conversation, or in intensive language instruction in a foreign country

   Six hours in core courses: INS 233A; INS 400A or INS 400B.

   Nine hours in additional courses selected from the following categories: Arts and Literature, Society and Politics, Economics and Environment, and Belief Systems. See course listings under International Studies, p. 391.

3. **All-University Liberal Education Requirements (54 hours)**

(1)	Analytic and Evaluative Studies (AE)	3
(2)	British or American Literature (BL)	3
(3)	Fine Arts (FA)	3
(4)	Historical Perspectives on Western Culture (HP)	6
(5)	Mathematics (MT) Required: MAT 120 or 191	
(6)	Natural Science (NS)	9
(7)	Non-Western Studies (NW)	3
(8)	Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and one other RD course	6
(9)	Social and Behavioral Sciences (SB) Required: ECO 201 and two other SB courses	9
(10)	World Literature (WL)	3
(11)	AULER Electives Required: proficiency in one language through the intermediate (203, 204) level. See p. 76 for specific languages.	6

See pp. 69-71 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.

INTERNATIONAL STUDIES

Committee Members

William Crowther, Director, International Studies Program
Julie Brown, Department of Sociology
Roberto Campo, Department of Romance Languages
Betty Carpenter, Residential College
James Cooley, Department of History
Keith Debbage, Department of Geography
Donald McCrickard, Bryan School of Business and Economics
Robert Newton, Department of German and Russian
Charles Orzech, Department of Religious Studies
Mark Schumacher, Jackson Library

Rationale and Course Content

The International Studies program focuses on international issues, areas of investigation, and concerns that lie outside the parameters of traditional academic disciplines. The goals of the

program are to enrich, complement, and coordinate departmental offerings and to provide a range of skills for students preparing careers in which knowledge of foreign cultures and understanding of global processes are important. All students must take two core seminars: INS 233 and INS 400. INS 400 may be taken twice — once in the junior year (as INS 400a) and once in the senior year (as INS 400b). Students participating in International Studies Program are strongly encouraged to study abroad as an integral part of their undergraduate education.

Students participating in International Studies with a major, second major, or minor choose one of three areas of concentration:

I: Global Affairs and International Development (major or minor): A study of interdependence among peoples, governments, and nations of the world as problems of progress or survival bear on the future of the entire planet. May focus on socioeconomics and political change as they affect relationships between nations.

II: Inter-Cultural Studies (major or minor): A study of the common, yet varied human experience through the arts, literature, and the social sciences, focusing on problems of understanding.

III: Regional Studies: Study of the languages, peoples and nations of four specific regions.

a. Russian Studies (major or minor)
b. European Studies (second major or minor)
c. African Studies (minor)
d. Asian Studies (minor)

In all areas of concentration, the course of study includes completion of a modern foreign language (which must be Russian in the case of Russian Studies) through one year above the intermediate level, the two core seminars (INS 233 and INS 400), and additional courses selected according to the student's special interests in consultation with the Director of the Program. In declaring a major, second major, or minor, the student will file a Plan of Study, signed by the Director, with the Office of Academic Advising. This Plan will be used to determine whether the requirements of the program have been satisfied. Students whose particular interests are not satisfactorily addressed by the areas of concentration listed above may design a coherent plan in a different area, in consultation with the Director of International Studies Program.

INTERNATIONAL STUDIES MAJOR (BACHELOR OF ARTS)

Required: 122 semester hours

Major Requirements

27 semester hours above the 100 level. To complete a second major, at least 12 semester hours must be taken outside the major in which the first major is obtained.

	Semester Hours
A. Foreign Language Requirements	6
One year beyond the intermediate level of a modern foreign language	
B. Core Courses	6
INS 233A or 233B	
INS 400A or 400B	
C. Additional courses	15
To be selected from the following categories, with no more than two courses from any one category:	

1. Arts and Literature: Any course in the Arts and Literature with a focus (1/2 or more) on international materials (i.e., excluding the United States), or any course reading literature in a foreign language above the 200 level.

2. Society and Politics: Any course with a primary focus on international social, historical, and political issues.

3. Economics and Environment: Any course with a primary focus on international dimensions of economics and on environmental issues.

4. Belief Systems: Any course with a primary focus on ideological, religious, or philosophical issues and their international impact.

INS 333 may be included for credit in any of these four categories depending upon the content of the course, which may vary from semester to semester

INTERNATIONAL STUDIES MINOR

18 semester hours above the 100 level

A. Language Requirements 6
One year beyond the Intermediate level of a modern foreign language.

B. Core courses 6
INS 233A or 233B
INS 400A or 400B

C. Additional courses 6

To be selected from the same categories listed above under Major Requirements, with no more than one course from any one category.

INTERNATIONAL STUDIES COURSES (INS)

201 Experimental Course: Elementary Japanese (3:3).
Introduction to communicative, conversational Japanese. Study of fundamental words, phrases, and expressions based on notions.

201A Experimental Course: Elementary Japanese Drill (1:1). Pr. concurrent registration in 201 required.
Required drill section for material covered in 201.

233A, 233B [1] International Studies Seminar (3:3). • Required for majors.
Interdisciplinary seminar designed to introduce students to substantive concerns of International Studies and the methods of investigation employed in it. An effort is made to increase student awareness of global problems through library research, interviews, and field trips. *[233a fulfills NW, CNW].*

333 Selected Topics: International Studies (3:3). • Required for majors.
An advanced level course usually offered once a year concentrating on specific topics of international concern. The content of this course may grow out of materials explored initially in INS 233. The faculty welcomes and encourages student suggestions in planning INS 333.

400A, 400B Seminar in International Studies (3:3), (3:3). Pr. must be in the International Studies program or obtain the consent of the instructor to enroll. • Required for all majors in International Studies Program. • Maximum credit 6 hours.
Interdisciplinary seminar dealing with contemporary problems in international politics. 400a in junior year; 400b in senior year.

1 Courses designated 233A meet AULER and CLER Non-Western Studies requirements; those designated 233B do not.

LIBERAL STUDIES, MASTER OF ARTS IN

John J. Young, Director, Liberal Studies Program, Office of Continuing Education

Professors Calhoon, Fitzgerald, Garlington, Hidore, Levinson, McConnell, Miller, Schleunes, Scullion, Sher; Associate Professors Caneva, Cannon, Danford, Johnston, Kirby-Smith, Logan, Meisner Pratto, Ruzicka; Assistant Professors Cassell, Krueger, Ramsey

The MALS Program encourages innovative graduate studies across traditional disciplinary boundaries. It seeks to establish an intellectual community whose members, both students and faculty, are eager to employ the disciplines of the various liberal arts in ways that will enrich their understanding of themselves and of the world surrounding them. Course work, symposia, and seminars are intended to nurture this intellectual community. The MALS degree, a deliberately unspecialized degree, can serve to enhance career opportunities as well as provide personal enrichment.

Required: 33 semester hours of graduate credit

9 semester hours in interdisciplinary core seminars

18 semester hours of electives (graduate level)

6 semester hours for a thesis project or 6 additional hours of interdisciplinary core seminars in area of academic interest

More information is available in the Graduate School Office or the Office of Continuing Education

MASTER OF ARTS IN LIBERAL STUDIES COURSES (MALS)

For Graduate Students Only

610 Culture and Ideas (3:3).

620 Human Nature and Society (3:3).

630 Scientific Reasoning (3:3).

LINGUISTICS

Committee Members

William Coleman, Chair, Linguistics Program, Department of Anthropology
Jeutonne Brewer, Department of English
Mary V. Compton, Department of Communication
Brenda Cox, Department of Curriculum and Instruction
Jane Mitchell, Department of Romance Languages
Timothy D. Johnston, Chairman, Special Programs in Liberal Studies, ex officio

Linguistics exists as a major and a minor in Special Programs in Liberal Studies. The goal of Linguistics is to provide students with a very broad back ground in the formal study of language and, in particular, how linguistics articulates with other disciplines in the humanities and social sciences. Students in linguistics have many opportunities to study formal linguistic analysis as well as traditional disciplines of rhetoric, philosophy, sociolinguistics, psycholinguistics, philology, and nonverbal communication. A Linguistics major is a liberally educated individual who is prepared for graduate work in several disciplines as well as further study for careers in teaching,

especially in language arts, foreign languages, and communication studies. Linguistics effectively serves as a second major for majors in anthropology, speech and language pathology, English, communication studies, a foreign language, and education of deaf children. Linguistics majors who also double major in English, French, Spanish, and education of deaf children may also pursue "A" licensure in these areas as well as licensure in teaching English as a second language.

LINGUISTICS MAJOR (BACHELOR OF ARTS—SPECIAL PROGRAMS IN LIBERAL STUDIES)

Required: 122 semester hours

Major Requirements

Minimum 24 hours above the 100-level including the following core courses:

ATY 387; CSD 308 or EDC 240; ENG 321; PHI 211

Remaining courses to complete the major are to be chosen from the following electives: ATY 385, 585, 587; CSD 306; CST 206, 502; CUI 525; ENG 260, 261, 510, 513, 553; FRE 411; SPA 450

Credit toward the major may also be received for special topics courses when a research project or paper is specifically related to the study of language, and the topic is approved by the student's faculty advisor in linguistics. Students are encouraged to study other languages including sign language for the deaf and non-western languages.

Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

LINGUISTICS MINOR

The minor in Linguistics consists of a minimum of 15 hours above the 100 level. Of these, 9 hours must be chosen from the core courses. The additional hours may be chosen from any of the courses listed above.

ACCELERATED MASTERS PROGRAM FOR UNDERGRADUATES— BA IN LINGUISTICS AND MA IN ENGLISH (TEACHING COMPOSITION PLAN)

The accelerated program in Linguistics/English provides the opportunity for a student to complete a BA in Linguistics (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree in English.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 20-21 for which AP credit is available.
- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the Linguistics program as early as possible.
- plan to take the GRE in the spring of the junior year.
- seek admission to the Graduate School in the fall of the senior year.

Requirements for Combined Accelerated BA in Linguistics/MA in English

		Hours	Hours reduced by courses meeting more than one requirement
A.	**College Liberal Arts Component (61 hours max)**		
	See additional CLER area requirements and available AP credit on p. 76.	42-55	
	Special CLER area requirement for this program:		
	Reasoning & Discourse (RD)— *required: ENG 101, RCO 101 or FMS 103 and PHI 211 (see B below)*	6	-3
	Maximum hours	48-61	
	Total Hours (reduced)	**45-58**	**(-3)**
B.	**Linguistics Major Requirements (24 hours)**		
1.	ATY 387	3	
2.	CSD 308 or EDC 240	3	
3.	ENG 321	3	
4.	PHI 211 (also meets part of CLER RD requirement)	3	
5.	12 hours chosen from : ATY 385, 585, 587; CSD 306; CST 206, 502; ENG 260, 261, 510, 513, 553; CUI 525; FRE 411; SPA 450	12	
	Total hours	**24**	
	Total Undergraduate Requirements	**79**	
C.	**Other Undergraduate Electives**	43	
	TOTAL UNDERGRADUATE SEMESTER HOURS	**122**	
D.	**Related Requirements for MA in English* (36 hours)**		
	Senior Year (15 hours)		
	ENG 601, 660	6	
	One course in critical theory	3	
	Two courses in literature	6	
	Summer (6 hours)		
	Electives (usually English or American literature	6	
	Graduate or 5th Year (15 hours)		
	Two courses in rhetoric and composition *Recommended: ENG 522, 695*	6	
	One course in lieterature	3	
	ENG 661, 680	6	
	TOTAL MA SEMESTER HOURS	**36**	

* ENG 601 should be taken in the senior year, but the sequence of other courses may be planned with an English advisor and need not conform to the sample offered here.

Women's Studies

Coordinating Council

Professors Caneva, Gibson, Gill, White; Associate Professors Irwin, Lawrance, Morgan, Natalle; Reference Librarian Crowe.

Faculty members affiliated with the Women's Studies Program are housed in departments throughout the College and Schools. Interested students should contact the program director, Katherine W. Mille.

Women's Studies Major (Bachelor of Arts)

Required: 122 semester hours

Major Requirements

Minimum 30 hours above the 100-level. Students may take a maximum of 60 semester hours in the major and related areas, including courses at the 100-level.

Core Content (18 hours)

The following courses are required of all majors:

WMS 250, 333, 350; HIS 328 or 329; ENG 331; one Social & Behavioral Science course chosen from the following: HDF 502, HEB 410, PSY 346, SOC 329

Additional Electives (12-18 hours)

Students choose 12-18 additional hours from among the following courses:

ATY 550; CST 559; ENG 531; ESS 532; HEA 360; HIS 304, 359; either HIS 328 or 329 if not taken as part of core content; HEA 333/NUR 330; PSC 335, 336; REL 309, 310; SOC 354/MGT 354; WMS 450, 400*; HDF 502, HEB 410, PSY 346, SOC 329 if not taken as part of core content.

*Only two Independent Studies equivalent to six credit hours may be taken toward the Women's Studies major.

Women's Studies Minor

A minimum of 18 semester hours is required.

WMS 250 and 350 are required courses for the minor.

Students take four additional courses distributed across the following categories, so that no more than two courses are taken within any one category. (Substitute courses are permitted with consent of the Director.)

Category A.	**Social and Behavioral Science Courses:** ATY 550; HDF 502; HEB 410; PSC 335, 336; PSY 346; SOC 329, 354
Category B.	**Humanities Courses:** CST 559; ENG 331, 531; HIS 304, 328, 329, 359; REL 309, 310; WMS 333
Category C.	**Professional Courses:** ESS 532; HEA 360; MGT 354; NUR 330/HEA 333

Women's Studies Courses (WMS)

For Undergraduates

250 An Introduction to Women's Studies: The American Woman (3:3).
A multidisciplinary introduction to the study of images, roles and status of women in American history and culture. Special attention will be paid to the development of sex roles and the social mythology which surrounds them.

333 Women in Developing Countries (3:3).
Explores problems and opportunities for women in developing countries, effects of the rapid process of social change, and the oppressive and liberating forces in women's lives. *[NW, CNW].*

350 Introduction to Feminist Theories (3:3).
Explores and evaluates feminist theories in a sociohistorical context. Raises questions about their implications for different methods of inquiry and about the nature of knowledge and rational thought. *[AE, CAE].*

400 Independent Study (1 to 3). Pr. consent of sponsoring instructor. • May be repeated once for credit.
Intensive independent study of specialized topics.

450 Topics, Seminar in Women's Studies (3:3). • Different topics may be repeated for credit.
An in-depth study of a selected topic or topics in Women's Studies involving directed reading and research. Category credit varies.

493 Honors Work (3-6). See prerequisites under Honors Program, XXX 493 (p. 375).

For Graduate Students Only

600 Independent Study (1 to 3).

Study Abroad Programs

Committee Members

Thomas Fitzgerald, Chair, Study Abroad Committee, Department of Anthropology
Joachim Baer, Department of German and Russian
Ronald Cassell, Department of History
Stephen Flynn, Office of International Programs, ex officio
Frank Land, Department of Management
Albert Mitchell, Academic Advising and Support Services, ex officio
Jane Mitchell, Department of Curriculum and Instruction
Penelope Pynes, Department of German and Russian
Sarah Robinson, Department of Exercise and Sport Science
Mark Smith-Soto, Department of Romance Languages
Carmen Sotomayor, Department of Romance Languages

A UNCG student in good standing may spend a summer, semester or academic year abroad in several ways.

Academic Year and Semester Abroad Programs

• **UNCG Exchange Programs.** Through various exchange agreements, a UNCG student may swap places with a student in another country. Under these arrangements, students study abroad for approximately the cost of being in residence at UNCG. Opportunities for such exchange are currently available in Australia, Costa Rica, Finland, France, Germany, Spain, Poland, and the United Kingdom.

• **International Student Exchange Program.** As a member of ISEP (a Washington-based exchange organization), UNCG is able to place students in any one of one hundred cooperating

universities in 35 countries overseas. The cost of such study is about the same as being in residence at UNCG.

• **Semester Abroad Programs.** On a regular basis the Department of Romance Languages offers semester abroad programs in Spain and France. UNCG faculty lead these groups and directly award academic credit. Although not student exchange programs, these semester abroad options are nonetheless less costly than study abroad opportunities offered through other colleges' programs.

• **Non-UNCG Programs.** A UNCG student may spend a summer, semester, or year abroad under the auspices of a group or institution approved by the UNCG Study Abroad Committee. While generally more costly than ISEP or the UNCG programs, this option may be of interest to students seeking particular experiences not otherwise available.

Summer Abroad Programs

UNCG professors regularly lead student groups overseas. Over the past few years, groups have gone to such countries as France, Greece, Mexico, Spain and the United Kingdom. These programs generally involve five or six weeks of supervised travel and study, followed by an additional three weeks of independent travel.

The UNCG Study Abroad Committee, the Office of International Programs, and Academic Advising

All study abroad activities are carefully supervised by the UNCG Study Abroad Committee, which is comprised of faculty members and administrators with considerable experience in international education. The Committee is constantly working to expand study abroad options for UNCG students, and to make them available at reasonable cost. The Committee may recommend to the student's department that up to 30 semester hours of credit be earned for one year's study overseas.

The Office of International Programs, in addition to handling most other administrative matters affecting study abroad, publicizes the various programs and counsels prospective participants. Those interested in study abroad are advised as a first step to contact the OIP (112 Foust, phone 334-5404). For academic counseling about study abroad, students should consult the Study-Abroad advisor in Academic Advising and Support Services (159 Mossman, phone 334-5730) well before they plan to go overseas.

TEACHER EDUCATION PROGRAMS

Teacher licensure in North Carolina and qualification for licensure in most of the other states may be earned at five UNCG professional schools and various departments within the College of Arts and Sciences. Students may select licensure programs in a variety of subject areas.

The School of Education offers programs in Elementary and Middle Grades Education, and jointly directs, with departments in the College of Arts and Sciences, programs for teacher licensure in liberal arts fields at the secondary level.

The School of Business and Economics, the School of Health and Human Performance, the School of Human Environmental Sciences, and the School of Music offer teacher education curricula in their respective fields. The Departments of Art, Social Work, and Communication and Theatre offer teacher education curricula in their respective subject areas.

Graduates of approved teacher education curricula are eligible for initial licensure on the basis of UNCG's recommendation to the State Department of Public Instruction. **As requirements may vary among departments, students should check with their major advisor for specific information regarding their program.**

Admission to Teacher Education

All students who wish to be recommended for licensure in any of the subject areas must be **admitted** to a specific Teacher Education Program. Application for admission should be made in The Teachers Academy (located in 319 Curry Building, 334-3414) after completing at least 51 semester hours (junior status) of work and prior to completing 50% of the professional coursework, excluding student teaching. Application is usually made at the end of the sophomore year.

The following requirements must be met:

1. Grade point average of at least 2.5 (some departments require a GPA higher than a 2.5 to be admitted to teacher education). To determine if students meet this standard, the grade point average (GPA) is calculated using all relevant undergraduate coursework. For students transferring to UNCG, this includes the transferable hours as determined by the UNCG Admissions Office. For second degree and initial licensure only students, this means that their cumulative undergraduate GPA must be equal to the GPA required for admission into the desired teacher education program.
2. Completion of at least 12 semester hours at UNCG.
3. Recommendation of the school or department where major is to be taken.
4. Achievement of minimum score requirements as set by the North Carolina Department of Public Instruction on the Pre-Professional Skills Test.

For additional requirements specific to a program, students should check with their major school or department. Students should contact the Teachers Academy (located in Curry Building, 334-3414) for:

1. Clarification of admission requirements.
2. Appeal of the application of a rule or regulation.

Admission To Student Teaching

During the junior year, students already admitted to the Teacher Education Program must apply for admission to **Student Teaching.**

Student Teaching admission includes:

1. Grade point average of at least 2.5 (some departments require a GPA higher than a 2.5 for student teaching).
2. Approval of the school or department in which the student is majoring.
3. Completion of additional requirements specific to the major department or school teacher education program.

Application forms are available from the Teachers Academy beginning first day of classes, Spring semester. Forms must be submitted by February 15 of the year before the student teaching is to be done.

Student teaching assignments are usually made in schools within commuting distance of UNCG, although at times student teaching programs are planned with other school systems at substantial distances from UNCG. Teacher education students are not subject to special fees but are individually responsible for expenses incurred during student teaching including transportation.

Student teaching in some subject areas is offered in only in either the Fall or the Spring semester. Any student who plans student teaching should check with the Teachers Academy to be certain of the semester when student teaching will be offered in a particular subject area.

General and Professional Education Requirements

Requirements for teacher licensure are specified in the respective program descriptions (see Chapter 4). In addition to the courses specified for the particular degree or major, the following requirements must be met:

For Elementary and Middle Grades Licensure

1. AULER requirements as identified within each major.
2. PSY 221 General Psychology (PSY 223 may not be substituted)
3. ELC 381 The Institution of Education
4. Additional certification requirements as specified on pp. xxx.
5. Appropriate method course(s) and student teaching

For Special Subject-Area Licensure

1. AULER requirements as identified within each major.
2. HEA 201 Personal Health
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. Appropriate method course(s) and student teaching

For Vocational Education and Secondary Subject-Area Licensure (Grades 9-12)

1. AULER requirements as identified within each major.
2. HEA 201 Personal Health
3. PSY 221 General Psychology (PSY 223 may not be substituted)
4. ELC 381 The Institution of Education
5, CUI 390 Issues in Secondary Education
6. CUI 450 Psychological Foundations of Education
7. CUI 470 Reading Education
8. Appropriate method course(s) and student teaching

Second Major Requirement

All students majoring in **Elementary, Middle Grades, Business, Marketing, Health, Physical Education and Deaf Education** are required to complete another approved major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal arts requirement and the second major or concentration. This requirement became effective for all students who entered the University in fall 1989 as freshmen. This requirement also applies to students seeking a second degree in one of the affected majors. Students should check with the major school/department for this requirement or additional requirements specific to individual programs.

Teacher Licensure in Social Studies

Students majoring in anthropology, economics, geography, history, political science, psychology, or sociology can seek teacher licensure in comprehensive social studies with an endorsement in their major. Students seeking social studies certification must take a total of 36-42 hours in the social sciences beyond their major requirements from the departments of anthropology, economics, geography, history, political science, and sociology. Courses must be selected from the following approved list. This list is also available from the Office of Student Information and Advising (Curry 323), the student's major advisor, or the social studies advisor in the School of

Education. Substitution of any requirements needed for certification may be made by the social studies advisor in the School of Education.

Courses Satisfying Competencies for Initial A Licensure in Secondary Social Studies

Anthropology: select one from: ATY 212, 258; select one from: ATY 325, 330, 333, 335, 337

Economics: ECO 201, 202

Geography: select one from: GEO 105, 114, 202; select one from: GEO 344 or GEO 560, or other regional course

History: HIS 211 and 212; WCV 101 or 102; and one selected from: HIS 204, 215 or 216, 239 or 240, 381

Political Science: PSC 200, 260

Sociology: SOC 211, 318

This licensure program relies heavily on early and adequate advising. It is the student's responsibility to meet as soon as possible with both his/her major advisor and the social studies advisor in the School of Education. See other sections in this chapter for additional teacher certification requirements.

Application for Teacher Licensure

An application for licensure should be filed with the Teachers Academy during the last semester of the senior year. Students should be aware that the licensure process will take up to six weeks after graduation to be completed. There is no fee for the initial North Carolina licensure.

UNCG recommends for a teacher's licensure those students who have completed the appropriate teacher education curriculum, attained acceptable teaching competencies, and whose work has been approved by the appropriate department.

To be licensed in North Carolina, students must meet the specific state requirements for licensure, including an adequate score on relevant PRAXIS series exams.

TEACHER EDUCATION CURRICULA

Programs in teacher education are offered at UNCG in the four broad areas listed below. Their description is found under the school and/or department listed on the right.

Pre-Kindergarten, Elementary and Middle Grades Licensure

Program	School/Department
Birth through Kindergarten	Human Development & Family Studies and Curriculum & Instruction
Elementary Education (Grades K-6)	Curriculum & Instruction
Middle Grades Education (Grades 6-9)	Curriculum & Instruction

Special Subject-Area Licensure

Program	School/Department
Art Education	Art
Dance Education	Dance
Education of the Deaf	Communication
Health Education	Public Health Education
Music	Music
Physical Education	Exercise and Sport Science
School Social Worker	Social Work
Second Language in French, German, Spanish	Romance Languages, German
Theatre Arts	Broadcasting/Cinema and Theatre

Vocational Education Licensure

Program	School/Department
Business Education/Information Processing	Division of Business and Marketing Education
Business Education	Division of Business and Marketing Education
Marketing Education	Division of Business and Marketing Education

Secondary Subject-Area Licensure (Grades 9-12)

Program	School/Department
Biology	Biology
Chemistry	Chemistry
English	English
Latin	Classical Studies
Mathematics	Mathematics
Physics	Physics and Astronomy
Social Studies (Comprehensive)	Curriculum & Instruction

and endorsements in one of the following academic majors: Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology

NOTE: Programs in French, German, and Spanish are listed under Special Subject-Area Licensure (Second Language)

Requirements for teacher licensure are specified in the program descriptions under each respective department (see Chapter 4).

WESTERN CIVILIZATION

Steven Lawson, , Coordinator, History Department

Western Civilization is a two-semester, interdisciplinary course emphasizing critical developments from ancient to modern times. Students who take the course receive credit for Historical Perspectives on Western culture. The course is divided into two broad units. The first unit (Western Civilization 101) covers the ancient world to about 1600. The second unit (Western Civilization 102) covers the modern period, from about 1600 to the twentieth century. Sections of the course may be taught by one or more faculty members and may have different thematic emphases. Readings typically include a basic history text and selections from authors central to the Western tradition.

WESTERN CIVILIZATION COURSES (WCV)

101, 102 Western Civilization (3:3), (3:3).
Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times. Emphasis on themes relating history to the humanities, social sciences, or natural sciences. *[WCV 101: HP, CHP-CPM; WCV 102: HP, CHP-CMO].*

Chapter 7
The University Community

Housing

All UNCG students have the option of living on or off campus. Approximately 3,500 students live in 23 residence halls on campus. UNCG houses students without regard to race, creed, color, or national origin.

Students may request residence halls or roommates by name, and whenever possible, such requests will be honored.

Each residence hall is staffed with part-time Residence Directors/Head Residents who are graduate students or seniors. These Residence Directors/Head Residents supervise undergraduate Resident Assistants, who also live in the building. In addition, each hall forms a hall council made up of elected student representatives. These staff and student representatives work together to build an academically supportive community in each hall.

All residence hall rooms are furnished with beds, dressers, and desks. All have common toilet facilities on each floor or wing. Some residence halls are equipped with one or more lounges, recreation rooms, study rooms, laundry rooms, and kitchens or kitchenettes. All have local telephone service to their rooms. Long distance service is available through a designated carrier contracted by the University, or by using a personal calling card.

Students provide their own bed linens, blankets, lamps, and curtains. All windows are equipped with venetian or mini-blinds and curtain rods.

To request a space, students must return to the Office of Housing and Residence Life the following:

Completed application card

Advance rent payment of $150

Upon receipt of the Advance Rent Payment and the Completed Application Card, the student will be sent a UNCG Relocation Kit which provides additional information about campus housing and a Contract for Housing and Food Service. See p. 29 for current housing costs.

Housing Options

The Office of Housing and Residence Life offers a variety of housing options to new and continuing students.

New Freshmen Students have the following options:

- Single Gender Halls
- Coed Halls
- The First Year Experience (a predominantly freshman hall)
- The Jamison Hall Fitness and Well-Being Program
- The Shaw Hall International/Cultural Diversity Hall
- Cornelia Strong College in Moore/Strong Hall*
- The Residential College in Mary Foust Hall*

New Transfer Students have the following options:

- Single Gender Halls
- Coed Halls
- The Cotten Transfer Hall Program
- The Jamison Hall Fitness and Well-Being Program
- The Shaw Hall International/Cultural Diversity Hall
- Cornelia Strong College in Moore/Strong Hall*
- The Suites of Tower Village

New Graduate Students have the following options:

- The Shaw Hall International/Cultural Diversity Hall
- The Suites of Tower Village
- South Spencer Hall

Continuing Students have the following options:

- Single Gender Halls
- Coed Halls
- The Jamison Hall Fitness and Well-Being Program
- The Shaw Hall International/Cultural Diversity Hall
- Cornelia Strong College in Moore/Strong Hall*
- The Suites of Tower Village

** Separate application and acceptance is required for these programs.*

Additional information about the specific programs, the halls, and application procedures is available in the UNCG Relocation Kit.

Residence Hall Policies

Guest Policies

All residence halls are locked 24 hours a day, seven days a week. All students are issued a hall entry key. Each student may host non-resident guests during the hall's posted visitation hours. Currently, each hall is governed by one of the following three policies:

Traditional Visitation—Guests allowed from 12:00 pm to 12:00 am, Monday through Thursday; until 2:00 am on Friday and Saturday; and until 1:00 am on Sunday.

Weekend Visitation—Guests allowed from 12:00 pm to 12:00 am Monday through Thursday, and from Friday at 12:00 pm through Sunday at 1:00 am.

24/7 Visitation—Guests allowed 24 hours a day, seven days a week

Room Occupancy

The signing of a housing contract does not automatically assure one of space in a residence hall. Housing agreements are for periods when classes are in session and do not cover holidays, semester breaks, and periods when classes are not in session.

Housing agreements are made for the period indicated on the contract. The right to occupy a room terminates as of the contract period. UNCG reserves the right to require any student whom it finds, after due process, an undesirable tenant to vacate a residence hall room within 48 hours notice. Should a student be dismissed or withdraw from UNCG, the room is expected to be vacated within 48 hours. The space then becomes available for reassignment by UNCG.

All room assignments are considered final until the first day of classes. Room rent does not cover occupancy of the student's residence hall room during holidays, semester breaks, and other periods of time when UNCG is not officially in session.

UNCG reserves the right to make changes in room assignments in order to consolidate space and to transfer students to other residence halls during the school year.

Off Campus Housing

The Information Desk in Elliott University Center maintains a self-help facility which makes available listings of off-campus accommodations sent to EUC by private landlords. Persons can use the off-campus housing resource center in EUC during normal operating hours.

University Dining Services

A variety of dining options are available on campus, including Chick-fil-A, two Pizza Hut Express locations, Taco Bell, College Avenue Bakery (featuring Dunkin' Donuts), Healthy Choice Deli, 1891 Ice Cream Shop, The C-Store and Smart Mart (convenience stores), Mrs. Field's Cookies, Spencer's Food Court, Elliott Center Soda Shop, and Dogwood Cafe. Students may use dining plan cash accounts, called "Spartan Express" to make purchases in many of these locations. The CAF, located in the University Dining Hall, offers traditional board all-you-can eat meals for breakfast, lunch and dinner.

All students who choose to live in University residence halls are required to participate in one of the dining plans. Most dining plans combine traditional board meals with a cash account that allows purchases in any campus dining facility. One dining plan offers traditional board meals only, with the option of adding a cash account. All dining plans allow meals in the CAF. "Meals per week" begin Monday breakfast and end Sunday dinner. Nineteen meals are available in a one week period. All "meals per week' are reset on Sunday night. Meals remaining before the reset do not carry forward to the next week. "Meals per semester" allow any meals to be eaten during a semester until all are used. Semester meals reset when the next semester begins. Any meals remaining during a semester do not carry forward to the next semester.

Money that is part of an initial dining plan carries over from fall to spring semester only. Additional deposits to a dining account can be made anytime through the Spartan Services Hospitality Desk, located in the Atrium, University Dining Hall. A $25 minimum deposit is required. Cash, checks, MasterCard and VISA are accepted. Spartan Express accounts can also be used to make University Bookstore purchases. However, a special amount must be set up—dining plan money cannot be used in the bookstore. Additional deposits to a dining account carry over as long as the student is enrolled at UNCG. Unused balances are nonrefundable upon graduation or leaving the University.

Changes in dining plans are allowed during the first weeks of the semester, until the last day of drop/add. No changes will be made after that date. No dining plan refunds are made except for "official withdrawal" from the University. ("Official withdrawals" are detailed in Residence Life Housing Contracts.) Dining plan refunds are prorated. See pp. 29-30 for current dining plan costs.

Traffic and Safety Regulations

All student-legislated and administrative campus regulations are published in the UNCG Student Handbook which is distributed to all students each year. Students are responsible for knowing and abiding by those regulations established for the UNCG community. Some of these are reviewed below.

Parking Regulations

Parking regulations are in effect 24 hours a day, 7 days a week, unless signs in an area indicate otherwise.

Vehicles found in violation of UNCG traffic rules will be issued a violation notice with a penalty of from $5.00 to $100.00 depending on the violation. Penalties not paid or cleared could result in the issuance of a warrant requiring the presence of the offender in court to answer the charges. Outstanding violations will be charged against the student's account in the Cashier's office. Vehicles deemed to be committing a serious enough violation or accumulating several violations may be towed from campus at the owner's or operator's expense.

Students may keep motor vehicles on campus provided the vehicles are properly registered with Parking Services and display a valid UNCG parking permit. To obtain current parking permit fee information, call (910) 334-3340.

UNCG reserves the right to make changes in these charges without advance notice.

Regulations Relating to Public Safety

Alcoholic Beverage Policies

North Carolina law prohibits the consumption, purchase, or possession of alcoholic beverages by people under the age of 21, effective October 1, 1986. The University operates under this provision of the law.

Individual consumption of beer, unfortified wines, and/or spirituous liquors is permitted for those of legal age in student residence hall rooms and in selected public areas of the University in accordance with the Alcoholic Beverage Policy contained in the UNCG **Policies for Students.**.

Possession/Use of Narcotics and Other Dangerous Drugs

The use, possession, sale, or distribution of products such as marijuana, LSD, barbiturates, or amphetamines is strictly prohibited. UNCG is prepared to take disciplinary action up to and including dismissal of students involved in such practices. Furthermore, because violation of federal and state laws is involved, UNCG has an obligation to report any information concerning such practices to proper authorities. Please refer to the University's Policy on Illegal Drugs on pp. 457-459 in the Appendix.

Firearms or Other Weapons on University Property

North Carolina law declares it unlawful for anyone to possess or carry (whether openly or concealed) any gun, rifle, or other weapon on property owned, used, or operated by a public or private educational institution. See also UNCG's **Policies for Students.**

Policies Relating to Disruption of Educational Process

The complete statement of University Policies, Procedures, and Disciplinary Actions in Cases of Disruption of Educational Process is printed in the Policies for Students. It was adopted by the UNC Board of Governors on October 26, 1970.

Policy Relating to Disruptive Behavior in the Classroom

The complete statement of the University's Policy Regarding Disruptive Behavior in the Classroom is printed in UNCG's **Policies for Students.** This policy was adopted by the UNCG Faculty Council on April 9, 1991.

Services for Students

Academic Advising and Support Services (159 Mossman)

The Office of Academic Advising and Support Services coordinates the faculty advising system for the campus and assigns each undergraduate student a faculty advisor.

The Office offers assistance in the following areas: academic probation, appeals and suspension; advisor assignments; changing a major; CLEP exams; consortium courses; correspondence courses; declaring a major, double major or minor; degree audit preparation; learning assistance; ROTC; study abroad; summer transfer credit; and withdrawal from the University.

The Office also reviews undergraduate student petitions for all University policy exception.

Campus Ministries

Eight religious organizations are part of United Campus Ministries: Baptist Student Center, Hillel, Presbyterian, St. Mary's (Episcopal), University Catholic Center, Wesley-Luther (United Methodist and Lutheran), and InterVarsity Christian Fellowship (non-denominational). Each of these organizations sponsors a schedule of activities which are open to the entire University community. Campus ministers serve as advisors for their respective organizations and are also available for personal counseling or as resource persons for other groups or organizations. Several religious organizations are active at UNCG. (See p. 413.)

Career Services Center (First and Second Floors, Foust)

The Career Services Center assists students and alumni with career exploration and with securing employment. Services are provided in three major areas:

1. Career planning
2. Experiential learning
3. Employment assistance

Staff are available to assist students and alumni with their career plans through individual appointments or group workshops. A number of tools are available to help students assess individual interests, values and skills, and work preferences. A computerized guidance system (SIGI Plus) is available to students and alumni who would like to examine major/career options or gather information on various occupations. The Center maintains a Resource Library which houses career information, employer literature, jlistings for part-time jobs, internships, and full-time employment, school district applications, and the Alumni Career Network.

Experiential learning services are provided by the Center's Job Location and Development Program which aids students in locating off-campus employment, summer employment, and internship opportunities while they are enrolled in school.

Full-time job search assistance is provided through a number of programs and services. Individual appointments may be scheduled with staff to discuss career and job search strategies. Job search workshops are scheduled throughout the fall and spring semesters to assist with resumé development, interviewing skill preparation, and job search strategies. A number of special events are sponsored such as the annual Career Day, Education Career Day, Summer Job Fair, Part-time Job Fair, and Nursing Career Day to aid students with their career plans. Seniors, graduate students and alumni are encouraged to register with the Career Services Center so that they may utilize the following services: the On-Campus Interview Program; the Computerized Job Referral Service and the JOB CONNECTION (telephone hot line for full-time professional positions).

Please contact the Career Services Center for further information and individual appointments at (910) 334-5454.

Cashier's Office (150 Mossman)

The Cashier's Office is open between 8:30 am and 4:00 pm, Monday through Friday, and is located in 150 Mossman Building (334-5831). Students may cash personal checks up to $50 in this office with proper identification. All outstanding tuition and fee payments are made in the Cashier's Office. The office also handles the distribution of financial aid checks at the beginning of each semester.

Counseling and Testing Center (12 Gove)

The primary service of the Counseling and Testing Center is to help students meet the challenges and overcome the obstacles of their college years. Information shared between a student and a psychologist is strictly confidential and will not be released without the student's written permission.

The Counseling and Testing Center offers brief individual, group, and couples' counseling and psychotherapy for students, as well as crisis intervention and referrals to community agencies. Psychological consultation is available to students, faculty, and staff concerned with the welfare of someone

they know to be experiencing difficulty, such as another student, family member, etc. We are also available to the University community to provide consultation and assistance in developing a campus environment that fosters positive mental health. No fees are charged for counseling and psychological services for enrolled students, although students are required to pay the Student Health Fee.

The Counseling and Testing Center also administers standardized educational testing, including the National Teacher Exam (NTE/PRAXIS), the Graduate Record Exam (GRE), the Graduate Management Admission Test (GMAT), the Law School Admission Test (LSAT), the Graduate School Foreign Language Test (GSFLT), Miller's Analogy Test (MAT), and the College Level Examination Program (CLEP). Applications and information on these and other testing programs are available in the Counseling and Testing Center at 334-4156.

Disabled Student Services (157 Elliott University Center)

The Disabled Student Services office advises and assists in securing academic support services requested by qualified disabled students. Specific services are provided on an individual basis and aimed toward enabling disabled students to compete on an equal basis in the classroom with their peers. Currently, over 300 students receive some type of academic assistance. Students must register with the office and provide any necessary documentation prior to receiving services. For further information, call (910) 334-5440 (voice & TDD).

Instructional and Research Computing (235 Bryan)

Instructional and Research Computing, a department of Computing and Information Systems, provides comprehensive computing support and resources to students and faculty. The campus host system is a large Digital Equipment Corporation VAXcluster, including a VAX 6000-610. In addition, several Solaris (Sun Unix) workstations and two Solaris servers are available for research and instruction.

Instructionalal and Research Computing operates fifteen instructional labs in twelve buildings. The labs house both MSDOS and/or Windows and Macintosh computers; most of these computers are connected to the campus wide network, UNCGNET, for Novell, VAX/VMS, and Internet host, print, and file services. Computing and Information Systems provides local and wide area network services. Terminals are available in the Bryan Building and terminal emulation is available from most of the microcomputer laboratories around the campus.

IBM and compatible microcomputer laboratories are available for student and faculty use in Bryan (4 labs), Elliott, Ferguson, Graham, McIver, Jackson Library, Stone, Moore, Mary Foust, Brown, and Petty. Apple Macintosh computer laboratories are located in Elliott, McIver, Health and Human Performance Building, Ferguson, Mary Foust and Brown. Most of the microcomputer laboratories are Novell networked and linked to each other and the VAXcluster and the Unix machines by the UNCG broadband network. The University continues to work toward a fully networked microcomputer to host environment on the developing campus-wide local area network.

UNCG is an Internet node. The Internet is a wide-area network connecting UNCG with universities, research institutions and other institutions around the world. The Internet provides access to the North Carolina Supercomputing Center in the Research Triangle Park, to other supercomputers and to computers where special logins provide students and faculty with access to many additional services.

IRC offers workshops, consultation, and short documents on campus network products.

The International House/Shaw Hall

The International House/Shaw Hall is a residential community on the UNCG campus. It houses both American and international students from all over the world. These residents share experiences common to living in any other residence hall on campus, but they also have the opportunity to develop their understanding of other cultures, values of different people, systems of government, economic structures, and religions. Through educational and social programs designed by the residents and the staff and through daily interaction, International House residents have the opportunity to explore the differences and communalities of the human experience.

The International House should be of particular interest to foreign students, language majors, those involved in International Studies, Political Science, History, or those who have a genuine interest in cross-cultural opportunities.

This program is open to all interested graduate and undergraduate students.

International Programs Office(112 Foust)

Established in January, 1992, the Office of International Programs works with students and faculty in a variety of ways to bring an international dimension to The University of North Carolina at Greensboro. The Office administers several student and faculty exchange programs between UNCG and sister universities abroad; assists students and scholars who seek funding for international activities; and conducts seminars, visiting scholar lectureships, and other such enrichment activities for the campus community. The Office promotes and conducts UNCG's several Study Abroad programs (see pp. 396-397), and provides counsel to students seeking to spend part of their educational program overseas. Students are encouraged to make use of Office resources as they plan their international experiences.

International Student Advisor (155 Elliott University Center)

The International Student Services Office staff assists international students in making the experience of international education a rewarding one. Often the transition from the customs, culture, and educational system of another country to that of the United States is confusing and difficult. Staff members provide needed information and assistance to this student group regarding Immigration and Naturalization Services (INS) regulations, and University/community resources.

Learning Resources Center (LRC) (McNutt Center)

This center provides instructional support for students and faculty at UNCG through three divisions:

Creative Services provides production of audio, video, graphic, and photographic materials for use by faculty in instruction and research.

Electronic Technical Services installs, modifies, maintains, and repairs electronic instructional and research equipment.

Media Services provides services related to individualized instruction, small group videotaping and viewing, optical scanning, and K-12 print materials. Instructional equipment is available to students with written permission and faculty. In addition to the instructional collection, an entertainment collection of 1000+ feature videotapes is available for free loan to the campus.

Walter Clinton Jackson Library

Jackson Library has the shelving capacity for more than one million books, an area of 220,174 square feet, and seating capacity for 1,700. The library offers a variety of materials and services to its users. Information regarding collections is available through JACLIN Plus, the Library's online system. In addition, computerized database searches can retrieve vast amounts of information in a short period of time. Orientation to the library and instruction in use of information resources are available.

Current library holdings number over 2,300,000 items, including 600,000 federal and state documents and 820,000 items in microtext. The library subscribes to approximately 5,500 newspapers, periodicals, and other serials. Its open shelves provide a generous selection of reference books, bibliographies, periodicals, and books reserved for class assignments. The building includes reading rooms, carrels, study areas in the stack sections, and a classroom/lab equipped with microcomputers.

Special collections include historical physical education materials; cello music collections; the Randall Jarrell Collection; the Lois Lenski Collection; the Woman's Collection; collections devoted to the history of dance, the book as an art form, and modern private presses; and a notable collection of rare books in several fields.

The Library is a depository for the University archives and for material relating to the history of UNCG and is a selective depository for U.S. government documents as well as a depository for State documents. It also houses limited spoken-word and leisure-listening music record collections.

In addition to its own book collections, the Library is able to borrow, by means of interlibrary loan, material from other libraries for faculty and graduate research. Through a cooperative lending agreement with the other fifteen campuses of the University of North Carolina system, and with Duke University, faculty members and graduate students may borrow books directly from the libraries of those institutions using a privilege card issued by the Circulation Department of Jackson Library.

All students cross-registered in the Greater Greensboro Consortium have direct lending access to the libraries of these institutions. Those not cross-registered may borrow directly from the other libraries for specific projects by application through the library at their home institution.

Orientation for New Students (155 Elliott University Center)

The Office of Orientation coordinates a variety of programs which bring together faculty, administrators, and upperclass students to welcome new students to the campus and to assist with the transitional process into the UNCG community. Programs have been designed to meet the needs of traditional, nontraditional, minority, and disabled students. Orientation activities include academic advising and registration of classes along with tours of the campus, informal discussion groups with faculty, and general information sessions facilitated by upperclass students. French, Latin and Spanish language placement tests are given at this time.

Students entering UNCG in the fall semester are invited to participate in a summer program called Step Ahead, which occurs the latter part of June, and a fall program, which takes place a few days prior to classes beginning in August. Likewise, orientation programs are planned for students entering in January, a few days prior to the beginning of classes for the spring semester.

Registrar's Office (180 Mossman)

The Office of the Registrar is responsible for the registration of all students in courses offered by the University. All aspects of this process, including the preparation of schedule materials, demographic updates, registration scheduling, and the processing of Drop/Add forms are handled by this office. In connection with registration, the Registrar's Office is also responsible for grade processing at the close of each semester, and maintains the official academic records for all current and former students. Services provided by this Office include the following:

Certifications. The Registrar's Office certifies student enrollment to various agencies and institutions upon the student's written request. Academic honors and athletic eligibility are also certified by this office.

Change of Address or Name. All University-related mailings access the demographic files maintained by the Registrar's Office. A student should notify this office in writing of any change in address; presentation of a legal document is required in order to process a name change.

Graduation and Commencement. Undergraduate students must apply to the Registrar's Office by the semester deadlines published in the University Calendar in order to graduate. The Registrar's Office coordinates the ordering of diplomas and Commencement activities.

Transcripts. The Registrar's Office will provide an official transcript to any student upon written request. Both transcript pick-up and mailing services are available. There is a fee for the issuance of a transcript.

University Directory. The demographic files maintained by the Registrar are also published in the University Directory. Unless a student requests in writing to the contrary the University is permitted to release the following types of information without consent:

name, address, telephone number, date of birth, dates of attendance, major, degree, and honors information

Under the Family Rights and Privacy Act, a student has the right to request that the disclosure of this information be withheld as long as he/she is enrolled at the University. The above information may be released without permission for students no longer enrolled at UNCG. If a student wishes to have his/her address and phone number omitted from the University Directory, the student should contact the Registrar's Office. Information regarding grades and grade point averages is never released to agencies outside the University without the written consent of the student.

Veterans' Certification. See information on p. 24.

Special Support Services (109 Park)

Special Support Services is an educational support program sponsored by the U.S. Department of Education and UNCG.

The program, designed to improve academic performance, offers a variety of services: tutoring for a variety of courses, supplementary instruction in writing and mathematics for English and mathematics courses, a skills lab for reading and study skills improvement, computer literacy and word processing, academic advising and career and personal counseling. Enrollment can occur during any undergraduate year for eligible students with continuing access to services until graduation or entrance into graduate school. Services are tailored to individual need and are free of charge.

Speech and Hearing Center (300 Ferguson)

Students with speech, language, voice, or hearing problems may receive evaluation and therapy from the Speech and Hearing Center operated by the

Communication Sciences and Disorders Program of the Department of Communication.

Student Affairs Office (149 Mossman)

Students are encouraged to take advantage of the open door at the Office of Student Affairs, where the Vice Chancellor, the Associate Vice Chancellor, and the Assistant Vice Chancellor are available to work with, listen to, and counsel students.

This office is concerned with the meaningful quality of student life and campus experience and with any interests, problems, or grievances students may have.

Student Evening Services (105 EUC)

Student Evening Services provides limited assistance for Admissions, Cashier, Financial Aid, Graduate School, Health Center (Immunization Clearance), Registrar, Student Affairs, and Traffic Records during evening hours.

Student Evening Services is located at 105 Elliott Center and is open 5 - 8 p.m., Monday through Thursday. Students may call SES at (910) 334-4290.

Student Health Service (Gove Student Health Center)

The Student Health Service supports the mission of The University of North Carolina at Greensboro by offering comprehensive primary and preventive health care to students. A strong commitment is made to maintaining professional excellence in addressing the health problems that are unique to this population in an effort to:

- minimize interference in academic achievement by health concerns;
- educate students toward the achievement of a healthy lifestyle as a foundation for pursuing personal and professional goals; and
- contribute to the maintenance of a safe and healthy atmosphere in which students, faculty and staff live and work.

A Health Risk Survey that includes immunization information required by state law is collected from each student at the time of enrollment. Students are encouraged to have their personal physicians communicate specific medical information about significant health problems, physical limitations and psychological or emotional difficulties so that appropriate health services can be continued.

Health care providers, including physicians, physician extenders and nurses, are available in the Student Health Service by appointment (334-5334) or walk-in during regular clinic hours (8:30 AM — 11:30 AM; 1:00 PM — 4:30 PM, Monday through Friday) to provide students with primary medical care, including gynecological, sports medicine and psychiatric services. Clinical support services include laboratory, x-ray and pharmacy services. After 5 PM or on weekends, students can arrange health care by calling the After Hours Clinic (334-5340).

The Health Education unit interacts with students to encourage healthy lifestyle decisions and enable more informed health care choice. Both individual and group consultation are available to address a wide range of topics, including fitness, nutrition, sexuality, sexual victimization, sexually transmitted diseases, substance misuse, self-esteem and self-image problems, stress management and many others. For more information, call 334-3190.

Students enrolled for nine or more hours pay a Student Health Fee each semester (see pp. 27 and 30). This fee pays for most of the services provided through the Student Health Service and the Counseling and Testing Center. While access to health professionals through office visits is currently "prepaid" through the Student Health fee, additional charges are assessed for some support services, such as laboratory procedures, pharmaceutical items and x-rays. Students who take less than nine hours may elect to pay the fee through the University Cashier's Office or may choose to be seen on a "fee-for-service" basis at a rate comparable to charges in the local medical community.

Students referred for hospitalization, specialty care and diagnostic services not offered through the Student Health Service are responsible for the cost of these services. Students are strongly urged to obtain adequate health insurance to ensure financial coverage for unanticipated medical expenses. A cost-effective health insurance policy, designed specifically for a student population, is available to health-fee paying students.

For more information about the Student Health Service, please contact the Administrative Office (334-3132) between 8:00 AM and 5:00 PM, Monday through Friday.

Veterans' Services

Veterans' enrollment certification is handled by the Registrar's Office. See page 24 for more information.

Campus Opportunities

Campus Life

The University and all its resources are organized to offer students an academic experience of the first order and to provide as well opportunities for personal development beyond the classroom through recreational, social, and cultural programs on campus.

The following list of calendar excerpts represents only a portion of the activities scheduled on campus during 1994-95:

UNCG Open House (Preorientation program for prospective students)
UNCG Theatre
African-American History Events
Women's History Celebration
Homecoming
Luminaire Display
UNCG Symphony Orchestra
Athletic Events
Video Programming
UNCG Studio Theatre
Touring Performing Arts
Family Weekend
Spring Fling
Career Days
Martin Luther King, Jr. Celebration

Elliott University Center

Named for Harriet Wiseman Elliott, the University Center is the campus union at UNCG, serving as the community center of the campus for all members of the University. The Center provides space for many student organizations including Student Government, Campus Activities Board, campus media, fraternity and sorority governance groups, and various other activity groups as well as the offices of Minority Student Affairs, Disabled Student Services, ACES, and Orientation/International Student Services. Other service functions located in the building include a micro-computer lab, the registration center, the University Book Store, the University Box Office, a copy center, a convenience store, and a variety of food services including Pizza Hut, Taco Bell, Mrs. Field's Cookies, vending machines, catering, and the many offerings in the Soda Shop and Dogwood Room.

Self-realization and growth in individual competency and group effectiveness is learned through student participation in the planning and execution of the Center's programs and services. Art exhibits, films, concerts, lectures, parties, dances, leadership development seminars, and community service opportunities represent only a segment of program offerings to the campus. Services as varied as providing lockers for commuting students, a ride board for riders and drivers, selling tickets for various events on- and off-campus, and providing information on campus events are another part of Elliott University Center's daily operations. In addition, the Center provides a Game Room equipped with billiard tables and the latest in video machines, television viewing rooms, lounges for study and informal gatherings, and an automatic teller machine. The Center provides information, activities, or simply a place for relaxation for the entire University community.

Weatherspoon Art Gallery (Anne and Benjamin Cone Building)

The Weatherspoon Art Gallery, located in the Anne and Benjamin Cone Building at Spring Garden and Tate Streets, features an outstanding collection of 20th-century American art that is both comprehensive and distinguished. Over 4,500 works of art in the Weatherspoon collection are available for exhibition and study. Willem de Kooning, Louise Nevelson, Robert Rauschenberg, Alexander Calder, and Andy Warhol are just a few of the recognized artists represented. The gallery schedules more than 20 major exhibitions each year and also offers a showcase for student and faculty work. The annual Art on Paper exhibition, sponsored by the Dillard Paper Company, has earned a national reputation.

The Weatherspoon Art Gallery exposes the UNCG community and the greater Piedmont North Carolina community to both traditional and experimental art in all media, and offers public opening receptions, lectures, children's programs, and special events, as well as membership and volunteer opportunities.

The gallery is free and open to the public. Please call 910/334-5770 for additional information.

University Concert/Lecture Series

Each year the University Concert/Lecture Series brings to the campus exciting and innovative programs by touring performing artists. A committee of students, faculty and staff members advises the Office of Student Activities, which selects performances and sets schedules. Tickets for all programs in the series are available afternoons at the University Box Office (910/334-4849).

Music Performance Organizations

All music performance organizations are open to all University students by audition.

Chamber Singers
Collegium Music
Jazz Ensembles
Percussion Ensemble
Men's Glee Club
Women's Glee Club
Show Choir
Symphonic Chorus
University Chorale
University Concert Band
University Symphony Orchestra
University Wind Ensemble
University Women's Choir

Chamber ensembles for instrumentalists are organized each semester.

University Dance Programs

The UNCG Department of Dance provides performance, choreographic, and production opportunities for qualified undergraduate and graduate students. Most concerts are produced in the Department's own dance theatre, a 180-seat state-of-the-art facility in the Health and Human Performance Building. The Department produces approximately 5-8 concert programs each semester, with choreography by students, faculty, and guest artists. Auditions for performers are held at the beginning of each semester; other performing opportunities are available by registering for Dance Repertory (DCE343). Students who wish to participate in backstage crew work may register for the appropriate course or contact the Technical Director. There are limited opportunities for students not enrolled in choreography classes to present their choreography; interested students should contact the Department office.

University Theatre Programs

The Theatre Division of the Department of Broadcast/Cinema and Theatre has five production programs. These programs present a balanced selection of works each year involving plays, a musical, and an opera. Plays include works selected from a two year rotation among the significant periods and genres of drama and also include works designed for young audiences. These plays present an important co-curricular dimension of the artistic program of the University and offer exceptional opportunities for students to work in all dimensions of theatrical production. All students, regardless of major, are encouraged to audition for shows and to volunteer for backstage opportunities. With the exception of NCTYP professional productions and a few professional guest artists, roles are reserved for students and are not cast from non-student community residents.

UNCG Theatre

Four major works, including at least one musical, are produced each year in the theatre in Taylor Building and Aycock Auditorium. Directed by faculty, guest artists, and advanced graduate students, these plays provide a major showcase of student design and acting talent. The UNCG Theatre also co-produces an opera each year in cooperation with the School of Music.

Studio Theatre

Four plays are presented each year in the Studio Theatre series. These plays focus on directing and acting challenges within the Taylor Building Studio Theatre or Curry Auditorium and are directed by M.F.A. directing candidates or faculty.

Workshop Theatre

An average of 35 short plays or scenes are directed and performed by students with faculty supervision in the Workshop Theatre. Numerous roles are available in these shows; and rehearsal periods are limited to 20 hours, making them an excellent opportunity for non-majors to act. Audition notices are posted in the Green Room on the first floor level of the Taylor Building. Productions are scheduled in either Curry Auditorium or the Taylor Building Studio Theatre at 3:30 p.m. on most Monday afternoons after the third week of each semester. Students and the public are invited to attend Workshop Theatre free of charge.

North Carolina Theatre for Young People

UNC-Greensboro is the host institution for the North Carolina Theatre for Young People (NCTYP). The North Carolina Theatre for Young People Professional Touring Company produces two or three plays each year, which are presented both on campus and toured extensively in North Carolina and the region. In addition, each semester NCTYP produces a major play using student rather than professional actors.

Summer Theatre Program

The UNC-Greensboro Summer Theatre Program produces a series of plays which are presented on campus during June. The program is designed to meet the educational needs of students, especially BFA and MFA candidates who are completing internship requirements. Auditions are open to any enrolled student, however, and summer term practicum courses are available for non-majors.

Student Government

Authorized by the UNCG Board of Trustees and faculty, the Student Government (SG) is another form of continuous education in action. SG is UNCG's way of implementing the idea that self-government is appropriate for mature students. Operating with a constitution written and accepted by students, it represents an effective means through which students share with the administration and faculty the responsibility for creating and maintaining an atmosphere conducive to total education of the student. SG is represented on faculty-administrative committees that are concerned with current evaluations of academic, social, and student welfare policies.

It is understood that matters relating to academic questions, the health of the UNCG community, the control of property, and special cases of discipline are handled by the faculty and administrative officers of UNCG.

Information about Student Government honor policy, judicial policy, or social regulations may be found in the UNCG **Policies for Students.**.

Student Media

The Carolinian— UNCG student newspaper, published twice a week on Tuesday and Friday

The Coraddi— UNCG student literary magazine

Kaleidoscope— Video Magazine

Radio Station— WUAG, the UNCG radio station, is student operated under the University Station Administrative Board. Its purposes are to entertain and inform students about events on campus and in the community and to provide academic extracurricular radio experience for those interested in broadcasting. WUAG broadcasts daily from 7:00 a.m. to 1:00 a.m. at 103.1 FM.

Clubs and Organizations

Campus organizations recognized during the 1994-95 academic year are listed below. The Student Handbook contains detailed descriptions and membership information on formally recognized student organizations and activities.

Honorary Societies

Alpha Delta Mu (Social Work)
Alpha Lambda Delta (Freshmen)
Beta Alpha Psi (Accounting)
Beta Beta Beta (Biological Sciences)
Beta Gamma Sigma (Business)
Chi Sigma Iota (Counseling)
Gamma Theta Upsilon (Geography)
Golden Chain (campus honorary society recognizing leadership, scholarship, and service)
Mu Phi Epsilon (Music Honorary)
Omicron Delta Epsilon
*Phi Beta Kappa (liberal studies including liberal B.S.)
Phi Sigma Pi
Pi Mu Epsilon (Mathematics)
Sigma Delta Pi
Sigma Theta Tau
University Marshals

**UNCG is one of only six higher education institutions in North Carolina approved to have a chapter of Phi Beta Kappa.*

General Organizations

UNCG Alcoholics Anonymous
Asian-American Student Association
Campus Activities Board
Campus Al-Anon Family Group
College Democrats
College Libertarians
College Republicans
Commuter Students Association
Disabled Students Awareness Foundation
Environmental Awareness Foundation
Gay, Lesbian, and Bisexual Students' Association
Graduate Student Association
International Students Association
Medieval Society
NAACP
Neo-Black Society
North Carolina Student Legislature
Residence Hall Association
Science Fiction Fantasy Federation (SF3)
Spanish-American/Latino Student Association
Spartan Rowdy Crowd
Student Government Association
Women's Leadership Coalition

National Societies and Professional Groups; Departmental Clubs

American Association of Family and Consumer Sciences
American Association of Textile Chemists and Colorists

American Production and Inventory Control Society
American Society of Interior Designers
Anthropology Club
Association for Students in Psychology
Association of Leisure Studies
Association of Nursing Students
Biology Club
Biology Graduate Student Association
Black Student Nursing Association
UNCG Cheerleaders
Collegiate Music Educators of North Carolina
Communicators
Counselor Education Student Association
Delta Sigma Pi (Business)
Economics Club
English Club
Entrepreneurial Society of UNCG
Exercise and Sport Science Student Majors Association
Food, Nutrition and Food Service Management
Geography Club
Graduate Music Student Association
History Club
History Graduate Student Association
Human Resources Management Association
Library and Information Studies Student Association
Masqueraders
MBA Association
MPA Alliance
National Association of Social Workers
National Student Speech, Language and Hearing Association
North Carolina World Trade Association
Philosophy Club
Political Awareness Club
Pre-Law Club
Prime Movers Dance Club
Russian Club
Sigma Theta Alpha, Gamma Chapter
Skeptical Chymists
Student North Carolina Association of Educators (SNCAE) (Phi Sigma Nu)
University Association of Educators for the Deaf

Religious Organizations

Alternative (nondenominational Christian)
Baha'i Club
Baptist Student Center
Fellowship of Christian Athletes
Friendly Christian Outreach
Hillel
Inter-Varsity Christian Fellowship
Latter Day Saints Student Association
Light of Bhakti Yoga Society
New Generation Campus Ministry
Nurses Christian Fellowship
Presbyterian Campus Ministry
Spartan Christian Fellowship
St. Mary's House (Episcopal)
University Catholic Center
Wesley-Luther House (Methodist-Lutheran)

Greek Organizations

The Greek system at UNCG offers students a channel for social growth and organizational leadership, drawing strength from its own diversity. For those students who wish to pursue membership, the fraternities and sororities at UNCG offer a positive educational and social experience and provide an extra dimension to campus life.

Administration of the Greek system is conducted through the Office of Student Activities in Elliott Center. For further information about sororities and fraternities, please contact the Student Activities Program Office at 334-5617 or speak with officers of the individual organizations. A full list of these organizations follows:

Fraternities (National Interfraternity Council)

Kappa Delta Rho
Lambda Chi Alpha
Pi Kappa Phi
Sigma Nu
Sigma Phi Epsilon

Sororities (Panhellenic Association)

Alpha Chi Omega
Alpha Delta Pi
Chi Omega
Phi Mu
Sigma Sigma Sigma

Fraternities and Sororities (National Pan-Hellenic Council)

Alpha Kappa Alpha
Alpha Phi Alpha
Delta Sigma Theta
Kappa Alpha Psi
Phi Beta Sigma
Zeta Phi Beta

Service Organizations

Alpha Phi Omega (National Service Fraternity)
Gamma Sigma Sigma (National Service Sorority)
S.T.A.R. (Students Taking Active Responsibility)
University Ambassadors

Club Sports

Baseball
Spartan G's Dance Team
Fencing
Men's and Women's Lacrosse
Outdoor Activities
Intramural Officials
Men's and Women's Soccer
United Martial Arts
University Club Sports Council
Men's and Women's Volleyball

ATHLETICS

On-campus facilities include gymnasia, weight and exercise rooms, a fitness course, athletic training facility, an indoor swimming pool, dance studios, a six-hole golf course, ten lighted tennis courts, and playing fields for soccer, field hockey, softball, rugby, and flag football.

Intercollegiate Athletics

The University fields seven men's and seven women's teams:

Men's & Women's Soccer
Women's Volleyball
Men's & Women's Basketball
Men's & Women's Tennis
Men's & Women's Golf
Women's Softball
Men's Baseball
Men's and Women's Cross Country
Men's Wrestling

The Athletic Department promotes the University's philosophy of a student-athlete through its affiliation with the NCAA Division I.

The goal of the Athletic Department is to offer a competitive schedule regionally while striving toward national recognition. Men's soccer, baseball, and basketball, and women's volleyball, basketball, and tennis have all been involved in post season NCAA championship play. Men's soccer won national titles in 1982, 1983, 1985, 1986 and 1987. Women's basketball finished second in national competition in 1982 and third in 1988. Women's tennis finished second in 1983. Men's Soccer was national runner-up in 1989.

RECREATION

Campus Recreation (Student Recreation Center)

Located in the new Student Recreation Center, the Office of Campus Recreation provides a wide variety of recreational services for the University including intramural sports, fitness programming, informal recreation, club sports and outdoor recreation. The Rec Center covers 86,900 square feet and includes three court multi-purpose gymnasium for basketball, volleyball, badminton and soccer. A jogging track, racquetball courts, an exercise room with exercise bikes, stair climbers, rowers, weight lifting machines and a large aerobic fitness room enhances Campus Recreation's ability to offer students, faculty and staff the best in recreation and fitness opportunities. The department also employs a large number of students as facility supervisors, fitness instructors, lifeguards, artists, intramural officials, marketing specialists, program supervisors, and office receptionists.

Additionally, the University's swimming pool, golf course, tennis courts, and outside fields are available for informal recreation throughout the day. A schedule of the hours that the facilities are available for informal recreation may be obtained in the Student Recreation Center or by calling the Campus Recreation Information Line at 334-3060 for recorded information. Equipment such as balls, bats, frisbees, outdoor volleyball equipment and camping equipment may be checked out from the Equipment Rooms in the Student Recreation Center with the appropriate validated ID.

The Fitness Program offers numerous opportunities for individuals to participate in aerobics classes, which take place in the fitness center or aqua aerobics held daily in the pool. Noon, afternoon, evening and weekend classes are available. In addi-

tion to the activity classes, the Fitness Program also offers information, goal setting, basic fitness testing and evaluation, and encouragement to individuals who wish to develop their own fitness programs through the Individualized Fitness Program.

The new Outdoor Recreation program is located on the ground floor near the north corner of the Student Recreation Center. The goal of the program is to provide opportunities to the University community in outdoor adventures. Trips are organized and led by department personnel in hiking, biking, rock climbing, caving, kayaking, canoeing, rafting, skiing, and more. The program offers equipment rental for basic camping and hiking trips, as well as mountain bikes and roller blades, and is a resource center with information on state parks and outdoor activities. Also, educational workshops relating to outdoor activities are offered. Call 334-4033 for more information.

Intramural sports for men and women include volleyball, basketball, billiards, bowling, flag football, golf, racquetball, indoor and outdoor soccer, softball, table tennis, tennis, badminton, and three-on-three basketball. A co-rec program, which involves men and women participating on the same team or as a doubles entry, includes virtually all aforementioned sports. The Office of Campus Recreation also sponsors special events including: Fall Kickoff, Jitters Jog, Golf Classic, Turkey Trot, Ultimate Frisbee, Three Point Shoot, Free Throw context, H.O.R.S.E., Home Run Derby, and Late Niters at the Student Recreation Center.

Club sports are offered for interested groups of students in Table Tennis, Men's and Women's Lacrosse, Fencing, Dancing, Karate, Sports Officials, Tae Kwon Do, Ultimate Frisbee, Baseball, Outdoor Adventures, Men's and Women's Volleyball, and Men's and Women's Soccer. Students interested in forming a new sports club are invited to contact the Campus Recreation Office at 334-3059.

Piney Lake Field Campus

Piney Lake is a 40-acre field campus located eight miles south of Greensboro. It is used by UNCG students, faculty, staff members, their families and guests for outdoor recreation. The facility includes two lakes, one for swimming, canoeing, and fishing, and the other for fishing only. A picnic pavilion, picnic tables and BBQ grills are located next to the beach and swimming area. Other recreational activities include sunbathing, volleyball, horseshoes, table tennis and hiking. Eight sleeping cabins and a lodge capable of accommodating 64 people are available. The School of Health and Human Performance uses the field campus for instructional programs in camping and outdoor/environmental education as do other departments and schools for instructional work in outdoor laboratories.

Piney Lake operates a Summer Day Camp for children ages 6-12 from June to August. The focus of the camp is Outdoor Environmental Education.

Piney Lake is open daily from April 1 to Fall Break in October for Open Recreation. It is open year round for group reservations. Piney Lake is open on all holidays during the Open Recreation period.

Maps to Piney Lake are available at EUC Information Desk and the Campus Recreation Office. For more information about Piney Lake, call the Director, 910/274-4216.

ALUMNI, DEVELOPMENT, AND FRIENDS OF UNCG

Alumni Affairs

UNCG's Office of Alumni Affairs works to foster alumni interest in and loyalty to the University by providing programs and activities which involve alumni with UNCG. The Office serves as the University's central point of contact for alumni and coordinates alumni involvement in admissions programs, homecoming, career networking, and, with the Alumni Association, develops programs and activities that lead current students to involvement as alumni.

Alumni House

Described as "a link, actual and sentimental, with the beginnings" of the University, Alumni House stands on the site of Guilford Hall, one of the four original buildings on campus. Completed in 1937 at a cost of nearly $160,000, the colonnaded structure follows the architectural style of Homewood, the Charles Carroll mansion on the campus of Johns Hopkins University.

Alumni House provides rooms for receptions, parties, and meetings for the University community and Association members. It also houses offices of the Division of Development and University Relations and the offices of the Alumni Association.

Alumni Association

Organized in 1893 and incorporated by the General Assembly of North Carolina in 1909 to promote education, the association works to ad-

vance the interests of UNCG and encourage cooperation of alumni in the work of the University. Annual and Life memberships are available to alumni and friends.

Development Office

UNCG's Development Office develops and manages programs leading to gifts from alumni, friends, corporations and foundations to support the University's faculty and students. An annual giving program supports ongoing operations, while major gift, corporation and foundation, and planned giving programs solicit larger gifts benefiting specific projects for the University endowment.

Advancement Services Office

The Advancement Services Office is responsible for managing biographic, gift, and other information on alumni, friends, corporations, and foundations to support activities of the Division of Development and University Relations, the UNCG Alumni Association, and various University departments.

Office of Information Services

The University's official public information office provides a centralized news service for the campus. The office writes news and feature stories, coordinates press coverage, sets up press conferences, and provides related services in public information and public relations. The office also operates and coordinates the University's Speakers Bureau.

Friends of UNCG

UNCG is not an academic ivory tower apart from the community and world around it. Business groups, individuals, alumni, the Greensboro community, and friends of the University throughout North Carolina give to and receive from UNCG in a realistic, academically healthy exchange of ideas, resources, and programs.

UNCG's continuing education programs, special seminars, University Concert/Lecture Series, and student productions and concerts receive community patronage and enthusiastic support. In addition, business and civic leaders and interested individuals join forces with UNCG to provide internships, scholarships for deserving students, and funds to enrich UNCG's various programs.

Among UNCG's friends and supportive groups are the following:

Friends of the Library

Organized in 1959 to help present the mission and needs of the library to the people of North Carolina. Special projects include enriching the book collection and the nationally recognized Woman's Collection, bringing speakers to campus, and providing library services to the entire community.

Weatherspoon Gallery Association

Organized in 1942 and expanded in 1964 with the formation of the Weatherspoon Guild. Objectives are to stimulate interest in art, assist with exhibitions, and offer financial support for the permanent collection of contemporary art, recognized as the most outstanding in the Southeast.

Angels of the UNCG Theatre

Organized in 1960 by alumni and friends to assist in UNCG productions and to provide financial assistance for talented students in theatre.

UNCG Musical Arts Guild

Organized in 1972 to promote the School of Music by encouraging attendance at concerts, aiding in the development of scholarships, and assisting with musical programs and projects and the purchase of recordings and specialized equipment.

Human Environmental Sciences Foundation

Organized in 1946 as a charitable, nonprofit educational corporation to aid and promote, through financial assistance and other means, all types of education and research, both undergraduate and graduate, in the School of Human Environmental Sciences. Present endowment is slightly over $1,000,000.

The UNCG Excellence Foundation

Organized in 1966 by 42 business and civic leaders in Greensboro "to aid and promote, by financial assistance and otherwise, excellence in higher education, service, and research at UNCG." Present endowment exceeds $7,000,000.The fund supports six Excellence Foundation professorships as well as fellowships and other University endeavors.

The Spartan Club

The Spartan Club was established in 1986. Its mission is to provide all scholarship support for UNCG student athletes through private gifts. No state funds or student fees are utilized.

Chapter 8
University History and Personnel

The History of the University of North Carolina

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina at Greensboro is one of 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex -officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

CONSTITUENT INSTITUTIONS OF THE UNIVERSITY

Appalachian State University (Boone)
Founded 1899
UNC SYSTEM: 1972

East Carolina University (Greenville)
Established 1907
UNC SYSTEM: 1972

Elizabeth City State University (Elizabeth City)
Established 1867
UNC SYSTEM: 1972

Fayetteville State University
Established 1867
UNC SYSTEM: 1972

North Carolina Agricultural and Technical State University (Greensboro)
Established 1891
UNC SYSTEM: 1972

North Carolina Central University (Durham)
Established 1910
UNC SYSTEM: 1972

North Carolina School of the Arts (Winston-Salem)
Established 1963
UNC SYSTEM: 1972

North Carolina State University (Raleigh)
Founded 1887 as land-grant college
UNC SYSTEM: 1931

Pembroke State University (Pembroke)
Established 1887
UNC SYSTEM: 1972

The University of North Carolina at Asheville
Founded 1934
UNC SYSTEM: 1969

The University of North Carolina at Chapel Hill
Chartered 1789

The University of North Carolina at Charlotte
Established 1946
UNC SYSTEM: 1965

The University of North Carolina at Greensboro
Chartered 1891
UNC SYSTEM: 1931

The University of North Carolina at Wilmington
Established 1947
UNC SYSTEM: 1969

Western Carolina University (Cullowhee)
Founded 1891
UNC SYSTEM: 1972

Winston-Salem State University
Founded 1892
UNC SYSTEM: 1972

In 1985, the **North Carolina School of Mathematics and Science** was granted status as an affiliate of the University of North Carolina.

BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA

Class of 1995

C. C. Cameron, Charlotte
J. Earl Danieley, Elon College
Charles D. Evans, Manteo
Alexander M. Hall, Wilmington
Valeria L. Lee, Winston-Salem
James G. Martin, Charlotte
Samuel H. Poole, Raleigh
W. Travis Porter, Research Triangle Park
Marshall A. Rauch, Gastonia
Benjamin S. Ruffin, Winston-Salem
Joseph H. Stallings, Raleigh
Thomas F. Taft, Greenville
H. Patrick Taylor, Jr., Wadesboro
Priscilla P. Taylor, Greensboro
Joseph E. Thomas, New Bern
Barbara D. Wills-Duncan, Raleigh

Class of 1997

G. Irvin Aldridge, Manteo
Mark L. Bibbs, Chapel Hill
Lois G. Britt, Mount Olive
John F. A. V. Cecil, Asheville
Derick S. Close, Charlotte
Bert Collins, Durham
John A. Garwood, North Wilkesboro
Wallace N. Hyde, Raleigh
Jack P. Jordan, Raleigh
Helen R. Marvin, Gastonia
D. Samuel Neill, Hendersonville
Ellen S. Newbold, Rose Hill
Maxine H. O'Kelly, Burlington
D. Wayne Peterson, Wake Forest
H. D. Reaves, Fayetteville
Harold H. Webb, Raleigh

Members Emeriti

Philip G. Carson, Asheville
James E. Holshouser, Jr., Southern Pines
Robert L. Jones, Raleigh
John R. Jordan, Jr., Raleigh

Ex Officio

A. Keith Dyer, Greenville

OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA

C. D. Spangler, Jr., B.S., M.B.A., D.H.L., LL.D. - President

William F. Little, B.S., M.A., Ph.D. - Vice President - Academic Affairs

Roy Carroll, B.A., M.A., Ph.D. - Vice President-Planning

Nathan Simms, Jr., B.S., M.S., Ph.D. - Vice President - Student Services and Special Programs

William O. McCoy, B.S., M.S. - Intermim Vice President - Finance

Jasper D. Memory, B.S., Ph.D. - Vice President-Research and Public Service

Wyndham Robertson, A.B. - Vice President-Communications

David G. Martin, B.A, LL.B - Vice President-Public Affairs

Rosalind R. Fuse-Hall, B.A., J.D. - Secretary of the University

Richard H. Robinson, Jr., A.B., LL.B. - Assistant to the President

THE HISTORY OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

The first state-supported school for the higher education of women in North Carolina was chartered in 1891 as the STATE NORMAL AND INDUSTRIAL SCHOOL. It opened on October 5, 1892 to 223 students, a 15-member faculty, and classes in three departments: business, domestic science, and teaching. In 1896 its name changed to the STATE NORMAL AND INDUSTRIAL COLLEGE.

Charles Duncan McIver, who with other pioneers in public education crusaded for women's education, was the first president, serving from 1892 until his death in 1906. In 1995, Patricia A. Sullivan became the ninth chancellor and the first woman chancellor of the University.

In 1919, the school was renamed NORTH CAROLINA COLLEGE FOR WOMEN, as it continued to educate women in the liberal arts with particular emphasis in the fields of teaching, home economics, music, and physical education. The first graduate degree, the Master of Arts, was awarded in 1922.

The General Assembly of 1931 combined the North Carolina College for Women, the University of North Carolina (at Chapel Hill) and the North Carolina State College of Agriculture and Engineering (at Raleigh) into a Consolidated University. The campus at Greensboro thus became THE WOMAN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA.

"W.C." became coeducational in 1963 when laws were amended to authorize admission of both men and women at all levels of instruction on all University campuses. At that time, the Greensboro campus was again renamed as THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. The first doctoral degree was awarded in 1963.

In October 1971 the General Assembly adopted legislation which combined all 16 of the state-supported institutions of higher education into a single University of North Carolina, governed by a board of governors and administered by a president. Each constituent institution has a separate board of trustees and is administered by a chancellor.

Currently, UNCG has approximately twelve thousand students—one-fourth of whom are graduate students—and approximately 500 full-time faculty members. UNCG offers six baccalaureate degrees in over 100 areas of study, 12 master's degrees in a wide variety of concentrations, and three doctoral degrees in 13 areas of study. The campus on Spring Garden Street, its original location, has grown to 190 acres and 76 buildings.

THE BOARD OF TRUSTEES OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

September 1, 1995

Terms Expiring June 30, 1995

F. James Becher, Jr., Greensboro
John C. Hamil, Greensboro
Hubert B. Humphrey, Greensboro
Sina M. Reid, Lenoir
Norma B. Turnage, Rocky Mount
E. J. Yelton, Greensboro

Terms Expiring June 30, 1997

Katy G. Bell, Winston-Salem
Betty C. Ervin, Morganton
E. S. Melvin, Greensboro
Emily H. Preyer, Greensboro
Pat Shore, Winston-Salem

Ex Officio Member (one-year term)

Errin McComb, President, Student Government

THE OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Office of the Chancellor

Patricia A. Sullivan, Chancellor, B.A., M.S., Ph.D.
Mary L. Jellicorse, Assistant to the Chancellor, A.B.
Donna S. Moran, Assistant to the Chancellor, B.A.
Lucien Capone III, University Counsel, B.A., J.D.

Office of the Provost

Provost
Donald V. DeRosa, B.A., M.A., Ph.D.

Associate Provost
Mary B. Floyd, B.A., M.A., Ph.D.

Acting Associate Provost
Robert L. Miller, Ph.B., M.S., Ph.D.

Associate Provost
J. Alan Boyette, B.A., M.S., Ph.D.

Graduate School
Brad Bartel, Dean and Associate Provost for Research, B.A., Ph.D.
Ann P. Saab, Associate Dean, B.A., M. A., Ph.D.

College of Arts and Sciences
Walter H. Beale, Dean, B.A., M.A., Ph.D.
Timothy D. Johnston, Associate Dean, B.Sc., M.S., Ph.D.
William A. Link, Associate Dean, B.A., M.A., Ph.D.

Joseph M. Bryan School of Business and Economics
James K. Weeks, Dean, B.S., M.B.A., Ph.D.
Donald McCrickard, Associate Dean, B.A., Ph.D.

School of Education
A. Edward Uprichard, Dean, B.A., M.S., Ph.D.
Mary W. Olson, Associate Dean, B.A., M.Ed., Ph.D.

School of Health and Human Performance
Robert W. Christina, Dean, B.S., M.Ed., Ph.D.
Diane L. Gill, Associate Dean, B.S., M.S., Ph.D.

School of Human Environmental Sciences
Helen A. Shaw, Dean, B.S., M.S., Ph.D.
Edward A. Powers, Associate Dean, B.A., M.A., Ph.D.

School of Music
Arthur R. Tollefson, Dean, A.B., M.A., D.M.A.
James Prodan, Assistant Dean, B.S., M.M., D.M.A.

School of Nursing
Lynne G. Pearcey, Dean, B.S.N., M.S.N., Ph.D.
Virginia B. Karb, Assistant Dean, B.S.N., M.S.N., Ph.D.

Academic Advising and Support Services
Rosemary M. Morley, Director, B.A., M.A., Ed.S., Ph.D.

Admissions
Rachel M. Hendrickson, Director, B.A., M.A., M.A.S.

Adult Continuing and Evening Students
John J. Young, Director, A.B., A.M., M.A., Ph.D.

Continuing Education
John J. Young, Director, A.B., A.M., M.A., Ph.D.

Financial Aid
Tollefson Nagy, Director, B.A., M.S.

International Programs
Charles H. Lyons, Director, B.A., M.A., Ph.D.

Learning Resources Center
Mary L. Schumaker, Acting Director, B.A., M.L.S., Ed.D.

Library
Doris J. Hulbert, Director, B.A., M.A., M.L.S.

Registration and Records
James R. Kaiser, Registrar, B.A., M.Ed.

Research Services
Stephen R. Mosier, Director, B.S., Ph.D.

Special Support Services
Gertrude S. Ross, Director, B.A., M.S.

Summer Session
John J. Young, Director, A.B., A.M., M.A., Ph.D.

Office of Administration and Planning

Vice Chancellor for Administration and Planning
James Clotfelter, B.A., M.A., Ph.D.

Associate Vice Chancellor for Computing and Information Systems
Gary M. Grandon, B.S., M.Ed., Ph.D.

Client Services
Thomas Sheriff, Director, B.S.R.E., M.Ed., Ed.D.

Instructional and Research Computing
Marlene R. Pratto, Director, B.S., M.Ed.

Information Systems Research and Development
Eddy H. Cheng, Director, B.S., M. S., Ph.D., C.D.P.

Management Information Systems
Martin Reeves, Director, B.S.

Systems and Networks
R. C. Curry, Jr., Director, B.A.

Institutional Research
Donald J. Reichard, Director, B.A., M.A., Ph.D.

Office of Business Affairs

Acting Vice Chancellor for Business Affairs
Philip H. Richman, B.S.

Associate Vice Chancellor for Business and Student Services
Douglas R. Brown, B.S., M.S.

Associate Vice Chancellor for Facilities
Davis B. Lumpkin, B.S.E.E.

Acting Associate Vice Chancellor for Finance
Steven Rhew, B.S.

Associate Vice Chancellor for Human Resources
Robert Alan Bridge, B.A., M.A.

Office of Development and University Relations

Vice Chancellor for Development and University Relations
Richard L. Moore, II, B.S., M.Ed., Ed.D.

Assistant Vice Chancellor for Development
Weston W. Hatfield, B.A., M.A.

Advancement Services
Leslie D. Hamby, Director, B.S., M.A.

Alumni Affairs
Brenda M. Cooper, Director, B.A., M.Ed.

Information Services
Wilson M. Davis, Director, B.A.

University Publications
Miriam C. Barkley, Director, B.A., M.L.S.

Spartan Excellence Fund
John Montgomery, Director, B.S., M.S.

Office of Student Affairs

Vice Chancellor for Student Affairs
James H. Allen, B.A., B.D., M.Div.

Associate Vice Chancellor for Student Affairs
Cheryl M. Callahan, B.A., M.Ed., Ph.D.

Assistant Vice Chancellor for Student Affairs
James M. Lancaster, B.A., M.A., Ed.D.

Campus Recreation
Cynthia M. Hardy, Director, B.S., M.A.

Career Services Center
Robert W. Thirsk, Director, B.A., M.Ed., Ed.D.

Counseling and Testing Center
Harrell B. Roberts, Director, B.A., M.A., M.S., Ph.D.

Disabled Student Services
Patricia L. Bailey, Director, B.A., M.Ed.

Elliott University Center/Student Activities
Bruce J. Michaels, Director, B.A., M.A.

Intercollegiate Athletics
Nelson E. Bobb, Director, B.S., M.Ed.

Minority Student Affairs
Pamela A. Wilson, Director, B.S., M.S.

Orientation and International Student Services
Martha F. Trigonis, Director, B.S., M.S., Ed.S.

Residence Life
John T. Campbell, Director, B.A., M.Ed.

Student Health Service
Robert P. Doolittle, Director, B.S., M.D.

Weatherspoon Art Gallery

Ruth K. Beesch, Director, B.F.A., M.F.A.

TEACHING FACULTY

This list reflects faculty appointments held during the academic year 1994-1995 and includes promotions that become effective on July 1, 1995.

Jeffrey T. Adams (1985), Associate Professor, German and Russian. B.A., Lycoming College; M.A., Arizona State; Ph.D., Northwestern.

Rebecca G. Adams (1983), Associate Professor, Sociology. B.A., Trinity College; M.A., Ph.D., Chicago.

Treana Adkins Bowling (1987), Adjunct Assistant Professor, Curriculum and Instruction, Associate Director of Teacher Education, Director of Teaching Fellows Program. B.S., Delaware State College; M.Ed., Salisbury State College; Ed.D., Virginia Polytechnic Institute and State University.

K. Porter Aichele (1990), Associate Professor, Art, Department Head. B.A., M.A., Vanderbilt; M.A., Ph.D., Bryn Mawr.

Kenneth D. Allan (1995), Assistant Professor, Sociology. B.S., Northern Arizona University; M.S., Ph.D., University of California, Riverside.

Stuart D. Allen (1976), Professor, Economics, Department Head. B.A., Wake Forest; Ph.D., Virginia.

Rachel H. Allred (1972), Assistant Professor, School of Nursing. B.S.P.H.N., M.P.H., U.N.C. at Chapel Hill; Ph.D., Walden.

Jose Almeida (1966), Associate Professor, Romance Languages. B.A., Baylor; M.A., Ph.D., Missouri.

Kwasi Amoako-Gyampah (1990), Assistant Professor, Information Systems and Operations Management. B.Sc., University of Science and Technology (Ghana); M.S., Missouri-Rolla; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., Cincinnati.

Stephen C. Anderson (1988), Professor, Leisure Studies, Department Head. B.S., M.S., Indiana State; Ph.D., Maryland.

Susan E. Anderson (1991), Assistant Professor, Accounting. B.S., M.S., North Texas State; Ph.D., Texas at Arlington.

Kelly Angileri (1994), Lecturer, Romance Languages. B.A.,. California-Santa Barbara; M.A., New York.

Lydia Arledge (1992), Lecturer/Internship Coordinator/Advisor Management and Marketing/Advising Center. B.S., M.S., Louisiana State.

Santa Arias (1993), Assistant Professor, Romance Languages. B.A., State University of New York, New Paltz; M.A., Ph.D., Wisconsin.

Frances C. Arndt (1977), Lecturer, and Director, Residential College. B.A., College of William and Mary; M.A., Ph.D., Duke.

Dennis W. Askew (1992), Assistant Professor, School of Music. B.M., Georgia; M.M., Pennsylvania; D.M.A., Michigan.

Ceola R. Baber (1989), Assistant Professor, Curriculum and Instruction. B.A., California State, Sacramento; M.A., Stanford; Ph.D., Purdue.

Willie Baber (1989), Professor, Anthropology. B.A., California-Davis; M.A., Ph.D., Stanford.

Edward S. Bach (1991), Assistant Professor, School of Music. B.Mus., Brandon (Manitoba); M.Mus., D.M.A., British Columbia (Canada).

Joachim T. Baer (1973), Professor, German and Russian, Department Head. B.A., Indiana; Ph.D., Harvard.

Denise N. Baker (1975), Associate Professor, English. B.A., Michigan; M.A., California-Santa Barbara; Ph.D., Virginia.

Sheldon D. Balbirer (1974), Associate Professor, Finance. B.S., Carnegie Institute of Technology; Ph.D., U.N.C. at Chapel Hill.

Bruce G. Baldi (1991), Visiting Assistant Professor, Biology. B.A., Rutgers; M.S., Maryland; Ph.D., Washington State.

Pierre A. Balthazard, (1993), Assistant Professor, Information Systems and Operations Management. B.S., McGill University; M.S., Ph.D., University of Arizona.

Robert B. Banks (1982), Associate Professor, Chemistry. B.A., Vanderbilt; M.S., Ph.D., Florida State.

Beth E. Barba (1989), Assistant Professor, School of Nursing. B.A., B.S.N., Jersey City State College; M.A., Ph.D., New York University.

James C. Barborak (1972), Professor, Chemistry. B.S., Ph.D., Texas at Austin.

Walter A. Barker, Lecturer, Art. B.F.A., Washington; M.F.A., Indiana.

Matthew Barr (1994), Assistant Professor, Broadcasting/Cinema and Theatre. B.A., San Francisco State; M.F.A., University of California, Los Angeles.

Kate R. Barrett (1970), Professor, Exercise and Sport Science. B.S., Tufts; M.S., Ph.D., Wisconsin.

Kathryn A. Barrett (1992), Assistant Professor, Communication. B.S., M.S., East Carolina; Ph.D., Wisconsin.

Bradley N. Bartel (1991), Professor, Anthropology, Dean of the Graduate School and Associate Provost for Research. B.A., Brooklyn College; Ph.D., Missouri.

Tracy R. Bartlett (1992), Lecturer, School of Nursing. B.S.N, M.S.N., UNCG.

Genevieve M. Bartol (1989), Professor, School of Nursing. B.S.N., Villanova; A.B.C.S., Maryknoll College; M.Ed., Ed.D., Columbia.

Eddie C. Bass (1968), Professor, School of Music. B.A., M.M., Ph.D., U.N.C. at Chapel Hill.

William K. Bates (1966), Professor, Biology. B.A., Ph.D., Rice.

Walter H. Beale (1971), Professor, English, Dean, College of Arts and Sciences. B.A., Wake Forest; M.A., Ph.D., Michigan.

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Office of the Vice Chancellor for Business Affairs

Helen Ward, Assistant to the Vice Chancellor
Sherry Greeson, Administrative Assistant

Business and Student Services

Tony Metcalf, Manager, University Book Store
David Raiger, Manager, ARA Food Services, Inc.
John Campbell, Director, Residence Life
Jerry D. Williamson, Director, Public Safety and Police, A.A.S., B.T.

Facilities

Jack Colby, Director, Physical Plant, B.S.M.D., M.B.A.
Fred A. Patrick, Director, Engineering and Construction Management, B.S.Arch.
Steve Barnes, Acting Director, Facilities Planning, B.Arch.
Bruce Griffin, Director, Office of Safety, B.S.

Finance

Wesley Perry, Manager, Systems and Procedures, B.A.
Jill Goodman, Manager, Special Accounting Services, B.S.
Dale D. Lewis, Director, Purchasing, B.S., M.S.
Reade Taylor, Controller, B.S., M.B.A.
Steven W. Rhew, Manager, Financial Planning and Budget Analysis, B.S., C.P.A.
Carol S. Sanders, Contracts and Grants Officer, B.S.S.A.
Donald C. Skeen, Internal Auditor, B.S., C.P.A.

Human Resources

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Melvin V. Ward, Personnel Services Director, B.S.

Office of Development and University Relations

Office of the Vice Chancellor for Development and University Relations

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Wendy Kosier, Program Coordinator, B.S., M.A.

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Kathleen M. Dukeshire, Director of Annual Programs, A.A., B.A.
J. Beattie Friday, Major Gifts Officer, B.A., M.H.S.A.
Kim Robertson Hill, Assistant Director of Annual Programs, B.A.
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Susan M. Manchester, Researcher, B.S.
Dawn W. Sechrest, Major Gifts Officer, B.A.

Information Services

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Brian A. Long, Public Information Officer, B.A.

University Publications Office

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Wendy Hood, Assistant Photographer, Part-time
Donna W. Gibbs, Graphic Arts Assistant, B.F.A., Part-time
Gary Metheny, Editor/Writer, B.S.
Kimberly P. Davis, Graphic Artist, A.A.S.
Betsey Wells, Graphic Designer, B.F.A.

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Francia White Rubio, Serials Department, B.A.
Audrey L. Sage, Conservation/Bindery, B.A., M.F.A.
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Tammy L. Williams, Reserve Reading Division
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Cynthia Veal Zaruba, Catalog Department, B.S.

Office of the Provost

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Steven Kee, Assistant Director, B.A., M.A., Ed.D.
Al Mitchell, Assistant Director, B.S., M.A., M.S.
Robert A. Ross, Assistant Director, B.A., M.Ed.
Cheryl Sarratt, Assistant Director, B.S.H.E., M.Ed.
Patti Via, Assistant Director, B.A., B.A., M.A.
Brad Burch, Assistant to the Director, B.B.A., M.Div.
Brenna Helmstutler, Assistant to the Director, B.S., M.S.
Kim Outing, Assistant to the Director, B.S., M.S.

Admissions Office

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Rhea Bumgardner, Assistant Director, B.A.
Daniel McEachern, Assistant Director, B.A.
Ellen A. Redmond, Assistant Director, B.A., M.Ed.
Malinda B. Richbourg, Assistant Director, B.S.H.E.
Michael F. Scotto, Assistant Director, B.S.
Vicky G. Sparrow, Assistant Director, B.A.
Patricia H. Wall, Assistant Director, B.A., M.Ed., C.A.S.

Adult Continuing and Evening Students Office

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Alice P. Bittinger, Assistant Director, B.A.
Carol Killian, Assistant Director, B.S., M.A.T.
William Taylor, Assistant Director, B.S., M.B.A.

Continuing Education

Nora S. Reynolds, Associate Director, A.B.
Karen Hogarth, Associate Director, B.S., M.S., M.Ed.
Kathleen Forbes, Assistant Director, B.A., M.Div.
Jenny Harrell, Curriculum Specialist, B.S.
Betty Lopp, Curriculum Specialist, B.S.
Darren Powell, Curriculum Specialist, B.S.
Robert P. Prout, Assistant Director, B.A.
Gail Warnecke, Curriculum Specialist, B.A., M.L.S.
Kirk Dausman, A.A.S., B.A.
Alison Swafford, B.A., M.A.L.S.

Financial Aid

Eric Locklear, Associate Director, B.A., M.Ed.
Bill Zahn, Associate Director, B.A., M.A.
Bruce Cabiness, Assistant Director, B.A., M.Ed.
Amy Dunlap, Assistant Director, B.S.
Elaine S. Redwine, Assistant Director, B.A.

Learning Resources Center

Timothy Barkley, Coordinator - Creative Services, B.E.D.
Mary L. Schumaker, Coordinator - Media Services and Acting Director, B.A., M.L.S.
Nancy B. Foster, Assistant Coordinator of Media Services, B.S.H.E., M.L.S.
Jack Simpson, Coordinator of Electronic Technical Services

Registrar's Office

Ellen H. Robbins, Associate Registrar, B.A., M.Ed.

Research Services

Beverly B. Maddox-Britt, Associate Director, B.S., M.S., Ed.D.
Charna K. Howson, Assistant Director, B.A., M.A.

Special Support Services

James E. Harrington, Counselor, Coordinator of Counseling Activities, B.S., M.Ed.
Gladys E. Huggins, Coordinator, Academic Skills Services, B.S., M.S.
Vacant, Tutor Coordinator

Summer Session

Nora S. Reynolds, Associate Director, A.B.

Two Plus Two Articulation Program

Noel Jones, Associate Director, B.A., M.A.

Office of Student Affairs

Aycock Auditorium

Janet Hullihan, Manager of Event Services, B.A.

Campus Recreation

Vacant, Associate Director
Jane E. Long, Assistant Director, Intramural Sports, Club Sports and special Programs, B.S., M.S.
Sheryl L. Hough, Assistant Director, Fitness, B.S., M.S.
Vacant, Assistant Director, Outdorr Recreation
Vacant, Assistant Director, Weight Rooms

Career Services Center

Nancy A. Borkowski, Assistant Director, B.S., M.S.
Robin Brown, Career Counselor, B.A., M.A.
Donna Seckar, Assistant Director, B.A., M.Ed.

Counseling and Testing Center

Lydia H. Dobrecki, Staff Psychologist, B.A., M.S.L.S., M.A., Ph.D.
David A. Schroat, Staff Psychologist, B.A., M.S., Ph.D.
Tomi Overby, Office Manager/Test Supervisor

Disabled Student Services

Elizabeth G. Shilliday, Learning Disability Program Coordinator, B.A., M.Ed.
Mary Cuikin, Physical Disability Coordinator/Counselor, B.S., M.Ed.

Elliott University Center

Lyman Collins, Assistant Director, Performing Arts, B.A., M.A.
John L. Watson, Assistant Director, Student Activities, B.A., M.S., Ed.D.
Terrell E. Weaver, Assistant Director, Operations, B.S.S.A.
Stuart Comfort, Student Activities Coordinator, B.A., M.Ed.
Sherri McBride, Student Activities Coordinator, B.A., M.Ed.
Cynthia Vukelich, Student Activities Coordinator, Greek Affairs, B.A., M.A.
Stephanie Welsh, Student Activities Coordinator, B.A., M.Ed.

Intercollegiate Athletics

Lynne C. Agee, Associate Athletic Director, Head Coach, Women's Basketball, B.S., M.S.
Neil Avent, Assistant Coach, Men's Baseball, B.A.
Ty Buckner, Sports Information Director, B.A.
Melody Cope, Head Coach, Women's Softball, B.A., M.A.
John G. Corry, Assistant Coach, Men's Basketball, B.A.
Teresa K. Dail, Head Coach, Volleyball, B.S., M.A.T.
D. Michael Dement, Head Coach, Men's Basketball, B.S.
Bettina Fletcher, Assistant Coach, Women's Softball, B.A.
Kimberly J. Furlough, Assistant Coach, Women's Basketball, B.S.
Michael Gaski, Head Coach, Men's Baseball, B.A., M.A., M.F.A.
Gareth Griffith, Assistant, Sports Information, B.A., M.A.
Harold G. Hall, III, Associate Athletic Director, Head Coach, Men's Golf, B.A., M.A.
Jana Henderson, Compliance Officer, B.A.
Jill Herskovitz, Assistant, Sports Information, B.S.
Teena Murray, Assistant Coach, Women's Softball, B.A., B.Ed.
Steven Harrison, Assistant Coach, Men's Soccer, B.S.
Patti Lewis, Assistant Trainer, B.S.
Robert Lineburg, Assistant Coach, Men's Basketball, B.S.
Paul Lubbers, Head Coach, Men's and Women's Tennis, B.A., M.S.
Mary Beth McGirr, Head Coach, Women's Golf, B.S.
John R. Montgomery, Associate Athletic Director; Director, Spartan Excellence Fund, B.S., M.F.
Dennard Moore, Head Coach, Wrestling, B.S.
Michael H. Parker, Head Coach, Soccer, B.S., M.Ed.
Randy Peele, Assistant Coach, Men's Basketball, B.S.
Tamara Perkins, Assistant Coach, Women's Volleyball, B.S.
Carol A. Peschel, Assistant Coach, Women's Basketball, B.S., M.B.A.
John S. Poland, Head Coach, Women's Soccer, B.A., M.S.
Steven A. Ranieri, Marketing Director, B.S.
Donnell Rawls, Assistant Coach, Wrestling
Cathy S. Roberts, Assistant Athletic Director, Equipment/Facilities, B.S.
C. Jeffrey Trivette, Assistant Coach, Men's and Women's Tennis, B.S.
Suzanne Tuffey, Assistant Coach, Men's and Women's Cross Country, B.A., M.S.
James R. Wyatt, Assistant Athletic Director, Compliance Officer, B.S., M.S.

Residence Life

Elgina Manual, Associate Director, Personnel, B.S., M.A.
Guy Sanders, Associate Director, Student Development, B.A., M. A., M.Ed.
Mary E. Griffin, Assistant Director, Services
Judith L. Schachtschneider, Manager, Housing and Computer Services, B.S.

Student Health Service

Michelle K. Burne, Health Education Coordinator, B.A., M.P.H.
Megan Gannon Evans, Administrator, B.S.
Shirley A. Quarles, Director of Nursing Services, B.S.N., M.Ed.
Myrna McGlamery, Administrative Secretary

Weatherspoon Art Gallery

Barbra Brady, Registrar, B.A.
Ann Dortch, Museum Administrator, B.M.
Douglas Dreishpoon, Curator of Collections, B.A., M.A., Ph.D.
Thomas H. Kockheiser, Curator of Exhibitions, B.A., M.A.
Nora Kuper, Assistant Registrar, B.F.A.
Wendy Roach, Community Relations, B.F.A.
Beth Searls, Secretary, B.A.
Jack Stratton, Preparator, B.F.A.
Aaron Wilcox, Preparator, B.A., B.A., M.A.L.S.
Susan Witmer, Curator of Education, B.A., M.A.

Faculty Senate and Committees

Faculty Senate

The Faculty Senate exercises the legislative powers of the General Faculty.

Membership: 35 voting members (elected from the College of Arts and Sciences, the Schools, and the Library in accordance with the number of voting members of the faculty in each electoral division), 12 nonvoting members (including the Provost, the immediate past Chair of the Senate, 4 Vice Chancellors, the Dean of the Graduate School, a representative from the Council of Deans, 2 graduate students, and 2 undergraduate students).

1 Academic Appeals Committee

The committee shall hear and rule on all student appeals related to University undergraduate academic regulations and advise the Senate, other committees, and administrative offices on related matters deemed important to the committee.

Membership: 7 faculty (1 from each School and the College of Arts and Sciences).

2 Academic Computing Committee

This committee shall serve as a policy formulation body with respect to academic computing and related activities. The committee shall act in an advisory capacity to the Faculty Senate and to members of the University administration.

Membership: 10 faculty (1 from each Senate electoral division) and 2 additional members of the General Faculty, 2 students (1 undergraduate, 1 graduate). Ex officio : Associate Vice Chancellor for Computing and Information Services, Provost or designee.

3 Academic Policies Committee

The committee shall review, recommend and advise on policies governing summer session, the academic calendar, class scheduling, and academic advising and shall make recommendations on all related matters deemed important to the committee. The committee shall advise the Provost on general concerns which are not under the purview of other specific committees.

Membership: 6 faculty, 2 students (1 undergraduate, 1 graduate). Ex officio: Provost or designee, Registrar, Summer Session Director.

4 Budget Committee

The committee shall review the budgetary needs of the University and make recommendations to the appropriate administrators and to the Faculty Senate regarding the needs of the faculty. The committee shall be consulted by and shall advise in a timely fashion the Chancellor and other administrative officers during the processes of budget preparation, revision, and allocation of University resources.

Membership: 8 faculty (1 from each Senate electoral division).Term of Service: 5 years. Ex officio: Provost and the Vice Chancellor for Business Affairs.

5 Business Services Committee

The Business Services Committee shall advise and make recommendations to the Faculty Senate on matters related to food and vending services, the bookstore, use of physical facilities and conservation thereof, and related matters not under the purview of other specific faculty committees. The committee shall encourage the exchange of specific and general information between the Office of Business Affairs and the Faculty Senate.

Membership: 4 faculty, 1 SPA member, 1 EPA nonteaching member, 2 students (1 undergraduate, 1 graduate). Ex officio: Vice Chancellor for Business Affairs or designee.

6 Campus Planning Committee

The committee shall advise on matters related to current and long-range planning and development of the physical facilities of the campus. The architectural and ecological impact of land-use patterns including the location of buildings, roadways, parking areas, walkways, recreational areas and facilities, landscaping, and the general beauty of the campus shall be considered. Total planning of specific buildings shall be accomplished through ad hoc committees reporting to the Campus Planning Committee and the administration. The Chancellor shall appoint the ad hoc committee which will include at least one member of the Campus Planning Committee.

Membership: 5 faculty, 2 students (1 undergraduate, 1 graduate). Ex officio: Associate Vice Chancellor for Facilites, Chair of the Traffic Committee. Adjunct: Director of Facilities Planning.

7 Campus Recreation Committee

The Campus Recreation Committee serves as an advisory and/or advocacy group for the program. Specifically, the committee advises Campus Recreation about the introduction of new programs, the deletion of previous programs and the evaluation or review of existing programs. The committee also serves as a liaison between Campus Recreation and the University community. The committee provides input into the search process for Campus Recreation key personnel. The committee chair or another committee member serves on the Student Advisory Committee to the Vice Chancellor.

Membership: 3 faculty, 1 SPA member, 1 EPA nonteaching member, 5 students (3 undergraduate, 2 graduate). Ex officio: Director of Campus Recreation.

8 Campus Security and Public Safety Committee

The committee shall advise and make recommendations on matters related to campus security and public safety. The committee shall act as liaison and mediator between the University Police force and the University community and shall receive and distribute information concerning security and public safety problems and needs.

Membership: 5 faculty, 1 SPA member, 4 students (2 undergraduate, 2 graduate, at least one of whom should

be a commuting student). Ex officio: Vice Chancellor for Business Affairs or designee.

9 Commencement and Ceremonies Committee

The committee shall recommend to the Chancellor policies related to convocation and commencement activities and shall advise on activities for these and other University ceremonies as requested. The committee shall work with the Commencement Steering Committee to see that adopted plans are executed.

Membership: 8 faculty (including representation from the School of Music), 4 students (including the Chief Marshal, Assistant Chief Marshal, President of the Senior Class, and a graduate student). Ex officio: Registrar, Faculty Marshal.

10 Committee on Committees (elected)

The committee shall review the vacancies on all appointed committees and recommend to the Faculty Senate names of persons from the General Faculty and other University employees who have expressed a willingness to serve. In making these recommendations, the committee shall observe the following guidelines:

(a) Any voting member of the General Faculty may serve on appointed committees.

(b) In selecting persons to fill positions established by or pursuant to The Constitution, the Committee on Committees should consider factors of departmental affiliation, faculty rank, tenure status, ethnicity, length of service, and gender to the end that diversity of interests among the faculty are appropriately reflected on the appointed committees.

(c) Students and employees both subject to and exempt from the State Personnel Act shall be represented on appropriate committees.

(d) The committee shall solicit names for committee assignments from the current committee membership, from members of the General Faculty, from employees subject to and exempt from the State Personnel Act, and from appropriate administrators. The Vice Chancellor for Student Affairs shall submit the names of students recommended by the President of the Student Government Association. The Dean of the Graduate School shall submit names of students recommended by the Graduate School Association.

(e) The committee shall recommend to the Chancellor, names of faculty members to serve on specially appointed committees such as the O. Max Gardner Award Committee, Piney Lake Committee, Residence Appeals Committee. The names of persons recommended for these specially appointed committees will be forwarded to the Chancellor's Office yearly before June 30.

(f) The Faculty Athletics Representative (FAR) to the National Collegiate Athletic Association shall be appointed by the Chancellor in consultation with the Committee on Committees.

(i) Upon the approval of the Faculty Senate, the Committee on Committees shall recommend to the Chancellor three tenured faculty members to serve in this office, and the Chancellor will appoint one to serve a three-year term.

(ii) The FAR shall serve as an *ex officio* member of the Faculty Committee on Intercollegiate Athletics.

(iii) The length of the remaining term of the person serving in this role (Faculty Representative to the NCAA) will be reviewed by the Committee on Committees annually in order to provide for a timely appointment process.

(iv) When a new FAR is to be appointed, the faculty member should be selected a year in advance of the appointment, if at all possible. The new FAR designate would then work with the outgoing FAR to learn the many intricacies of the position.

Membership: 8 faculty (1 from each Senate electoral division). Adjunct: Chair-elect of the Faculty Senate.

11 Due Process Committee (elected)

The Due Process Committee shall exercise the following duties and responsibilities:

(a) Receive evidence, conduct hearings, and report its findings and recommendations to the department head and the department head's immediate supervisor or to the Chancellor and, as appropriate, to the Chair of the Faculty Senate, on appeals from administration decisions involving discharge or the imposition of serious sanctions, termination of faculty employment, and nonreappointment. In exercising its responsibility, the committee shall use the definition of terms and the procedures for such hearings which are established by The Code of The University of North Carolina and The Regulations on Academic Freedom, Tenure, and Due Process of The University of North Carolina at Greensboro.

(b) All appeals arising under Section 603 of The Code of The University of North Carolina shall be heard by the full committee. In all other appeals arising under the committee's jurisdiction, the committee may establish an ad hoc panel of at least three committee members appointed by the chair to conduct hearings, receive evidence, and report to the full committee for the committee's deliberation and recommendation. The panel report shall include records, transcripts, all other written material, and the panel's recommendation. However, no committee member may participate in the discussion or decision on his or her own appeal or in any other case in which that committee member has participated in the recommendations from departments, from the Schools, the College of Arts and Sciences, or other University committees.

Membership: 7 tenured faculty.

12 Elections Committee

The committee shall preside over elections for the Secretary of the General Faculty and members of the boards and committees who are elected from the faculty. The committee shall conduct the nomination and elections processes, determine the eligibility of the nominees in conformity with The Constitution and membership regulations of the boards and committees. The committee shall collate results from unit elections and General Faculty elections and report all results to the Faculty Senate.

Membership: 3 faculty.

13 Employee Benefits and Services Committee
The committee shall consider all questions related to health insurance, retirement plans, and other types of elective employee benefits and services programs. It is the responsibility of the committee with the approval of the Faculty Senate to make policy recommendations to the Vice Chancellor for Business Affairs relative to maintaining and strengthening present programs and developing new programs. The chair shall also serve as a member of the University Insurance Committee appointed by the Chancellor.
Membership: 8 faculty, 1 SPA member, 1 EPA nonteaching member. Ex officio: Vice Chancellor for Business Affairs, Associate Vice Chancellor for Human Resource Services.

14 Enrollment Management Committee
The committee shall review, recommend, and advise on policy decisions related to undergraduate enrollment: recruitment, admissions, financial aid, and retention.
Membership: 8 faculty, 2 undergraduate students. Ex officio: Associate Provost for Academic Support and Enrollment Management, Director of Student Financial Aid, Director of Admissions.

15 Equal Employment Opportunity and Intergroup Relations Committee
The committee shall review and make recommendations regarding equal employment opportunities, problems and issues related to affirmative action and intergroup relations. It shall regularly review the efforts, progress, and actions taken by the University to address the issues of equal employment, status of women and minorities, sexual harassment and discrimination, and other matters deemed relevant to the committee. In its educational capacity, the committee shall bring to the attention of the University community issues of representation, discrimination, and inclusion of all people in the campus community.
Membership: 10 faculty (including 1 from each Senate electoral division), 2 SPA members (including 1 nonacademic employee), 1 EPA nonteaching member, 4 students (including undergraduate and graduate students with representation from student groups specified in the Committee's Bylaws). Ex officio: Associate Vice Chancellor for Human Resource Services.

16 Faculty Assembly Delegation (elected)
The Faculty Assembly Delegation shall: (1) gather and exchange information on behalf of the faculties of the constituent institutions of The University; (2) advise, through appropriate channels, the Board of Governors, the General Assembly, and other governmental agencies and officers on matters of University-wide import; and advise and communicate with the President of The University regarding matters of importance to the faculties as well as the whole University.
Representation in the Faculty Assembly shall be apportioned in accordance with the number of full-time faculty and professional staff members employed by this University. Delegates and Alternates shall be elected by the General Faculty from among the members of that body.
The Chairman of the Delegation shall attend all meetings of the Faculty Senate reporting on Faculty Assembly matters and recommending resolutions related to the work of the Assembly for action by the Faculty Senate.
Membership: 4 delegates, 3-4 alternates (one of whom shall be the Chair of the Faculty Senate). Term of Service: 3 years with eligibility to be nominated and elected to 1 additional 3-year term.

17 Faculty Committee on Intercollegiate Athletics (elected)
The committee shall be responsible for monitoring and reporting on intercollegiate athletics to the Faculty Senate. Of primary concern to the committee shall be the academic welfare of the student athletes and the overall integrity of the intercollegiate athletics program. The committee shall be available to hear and act on complaints and suggestions about intercollegiate athletics from the faculty, students, and other members of the University community.
Membership: 8 faculty (1 from each Senate electoral division). Term of Service: 5 years. 3 students (1 from the Student Athletic Association, 1 from the Student Government Association, 1 from the Graduate Student Association). Ex officio: Faculty Representative to the NCAA. Adjunct: Director of Intercollegiate Athletics, Chair of the Student Financial Aid Committee.

18 Faculty Development Committee
The committee shall assist in meeting the needs and concerns of faculty members in facilitating their professional growth in the areas of teaching, research and service. The committee shall review and establish policies, guidelines and criteria for grants that support professional development, improve teaching methods and course evaluation, stimulate curricular innovation, and strengthen academic programs and shall receive and act upon requests for such grants. The committee shall also review and advise on the procedures for the evaluation of teaching.
Membership: 9 faculty (1 from each School, 3 from the College, with 1 each from the areas of the Humanities, Social and Behavioral Sciences, Natural Sciences and Mathematics). Ex officio: Provost or designee.

19 Faculty Government Committee
The primary function of the committee is to recommend to the Faculty Senate all changes to The Constitution of the Faculty. Recommendations related to the policies and regulations subject to adoption by the General Faculty shall be forwarded to the Faculty Government Committee for consideration and review before presentation to the Faculty Senate. The committee shall also review the governance structures adopted by the College, Professional Schools, and the Library to determine that they are consistent with The Code of The University of North Carolina, The Regulations on Academic Freedom, Tenure, and Due Process, and The Constitution of the Faculty.
Membership: 5 faculty.

20 Faculty Grievance Committee (elected)
The Faculty Grievance Committee shall hear, mediate, and advise with respect to the adjustment of faculty grievances concerned with matters directly related to a faculty member's employment status and institutional relationships on this campus in accordance with the provisions of The Code of The University of North Carolina. No grievance that grows out of or involves matters related to a formal proceeding for the suspension, discharge, or termination of a faculty member, or that is within the jurisdiction of another faculty committee, may be considered by the Faculty Grievance Committee.
Membership: 5 tenure-track faculty, with at least 1 member from each rank and no more than 1 member from each Department or School. (No officer of administration, including department heads and division chairs, shall be eligible to serve on the committee.)

21 Faculty Salary Committee
The committee shall review, recommend and advise on all policies regarding faculty salaries for the regular academic year, summer session, and UNCG extension courses. The committee shall make periodic and timely reports to the Faculty Senate regarding the salary situation at UNCG such as comparison of salaries among the Schools and the College, gender differences in salaries and salary inequities between new appointments and continuing appointments in similar disciplines. The committee shall also review the salaries in the UNC system, national trends in faculty salaries and the effect of inflation upon salaries. The committee shall make an annual recommendation to the Faculty Senate regarding salary increases in the form of merit pay and cost of living which shall be forwarded to the Chancellor and to the President of the UNC system through the UNCG Delegation to the Faculty Assembly.
Membership: 5 faculty.

22 Faculty Welfare Committee
The committee shall consider matters related to the general welfare of the faculty. It shall also help promote health-related activities for the University community and advise faculty, appropriate administrators and offices on the initiation of health policies, programs, and activities. The committee shall serve as the advisory body considering policies for use of the Faculty Center and shall seek to promote its use.
Membership: 5 faculty, 1 SPA member. Ex officio: 1 Associate Provost, Associate Vice Chancellor for Human Resource Services.

23 Graduate Studies Committee (elected by members of the Graduate Faculty)
The Graduate Studies Committee shall be an agency of the Senate devoted to studying aspects of graduate education. Its basic duties and responsibilities are as follows:
(a) Establish the criteria for the selection and review of members of the graduate faculty;
(b) Review all new courses, revised courses, and modifications to current courses taking one of the following actions: approve, disapprove, approve with modification. Review and act on all proposals for new graduate programs or major modifications to existing programs including the discontinuation of graduate programs;
(c) Review and formulate policies and regulations related to graduate education admission, retention, and graduation requirements;
(d) Hear student appeals related to Graduate School policies and regulations;
(e) Call to the attention of the Graduate Faculty and the administration issues of concern relating to graduate education;
(f) Act on matters referred by the Faculty Senate, Dean of the Graduate School, graduate faculty, and the Graduate Student Association on graduate education;
(g) Report to the Faculty Senate on actions taken regarding graduate education policies and programs;
(h) Advise the Faculty Senate on matters relating to graduate education.
Membership: 9 full members of the Graduate Faculty (1 from each School, 3 from the College of Arts and Sciences, with 1 each from the areas of the Humanities, Science and Mathematics, and Social and Behavioral Sciences). In order to achieve programmatic balance, 4 additional full members of the Graduate Faculty shall be appointed by the chair in consultation with the Dean of the Graduate School to serve 1-year terms. 2 student members elected by the Graduate Student Association. Ex officio: Dean of the Graduate School, Associate Dean of the Graduate School.

24 Honorary Degrees Committee
The committee shall solicit and review nominations for persons to receive honorary degrees in accordance with procedures set forth in the Faculty Senate Bylaws. The committee shall present its recommendations to the Faculty Senate in executive session. Those nominees approved by the General Faculty, acting in executive session, shall be presented to the Chancellor. Final action shall be taken by the Board of Trustees.
Membership: 5 faculty. Ex officio: Provost.

25 Library Committee
The committee shall review and make recommendations regarding policies and procedures which will enhance the effectiveness of the Library. The committee shall act as a liaison agency in interpreting Library policies to the University.
Membership: 9 faculty (1 from each School and 3 from the College); 2 students (1 undergraduate, 1 graduate). Ex officio: Director of the Library. Adjunct: Provost.

26 Promotions and Tenure Committee of the Faculty Senate (elected)
Advises the Chancellor on the promotion and/or change in tenure status of faculty. Assures faculty counsel at the point where recommendations from the Deans of the Schools and the College and the Director of the Library have been completed. On occasion initiates consideration of faculty members whom it considers meritorious of promotion and/or change in tenure status.
Membership: 7 faculty (Chair of the Faculty Senate serving as chair of the committee).

27 Research Grants Committee
The primary functions of the committee are to: (a) set policies and procedures for use of University funds for faculty research grants and subsidies for book publication, refereed publication page charges and submission fees, journal article reprints, and exhibition/performance charges; and (b) receive, evaluate, and act on applications for funding of the items listed above.
Membership: 10 faculty (1 from each School; 3 from the College of Arts and Sciences, with 1 each from the areas of Humanities, Natural Sciences and Mathematics, and Social and Behavioral Sciences). Ex officio: Director of Research Services, Associate Provost for Research.

28 Student Fellowships and Special Awards Committee
The committee shall oversee all externally sponsored fellowships and awards, both undergraduate and graduate; solicit applications; select nominees; and, for some programs, select recipients.
Membership: 6 faculty. Ex officio: Director of Student Financial Aid, Associate Dean of the Graduate School.

29 Student Financial Aid Committee
The Student Financial Aid Committee provides faculty and student input to the financial aid process, serves as a support network for the Financial Aid Office staff, and communicates financial aid information when necessary to the faculty. In addition, members of the committee form the Financial Aid Appeals Committee for student appeals relating to aid decisions, and the Scholarship Committee for the award of certain University, School, and College scholarships.
Membership: 9 faculty (including 1 from each School and the College of Arts and Sciences). Ex officio: Director of Student Financial Aid.

30 Traffic Committee
The committee shall assess the parking needs of faculty, staff, students, and visitors to the campus; review and propose parking and traffic regulations, policies, and practices for the University; and make recommendations concerning the carrying out of such regulations, policies, and practices.
Membership: 5 faculty, 1 SPA member, 1 EPA nonteaching member, 3 students (1 undergraduate resident on campus, 1 commuting student, 1 graduate student). Ex officio: Manager of Traffic and Parking, Provost or designee. The committee chair shall serve as an ex officio member of the Campus Planning Committee and shall meet regularly with the Vice Chancellor for Business Affairs.

31 Undergraduate Curriculum Committee (elected)
The Undergraduate Curriculum Committee shall be the agency of the Faculty Senate responsible for reviewing the undergraduate curriculum, making policy recommendations to the Faculty Senate on curricular matters, and performing such other duties as approved by the Faculty Senate, including the following:
(a) To review and approve all proposals for new courses; existing courses in which substantial changes have been made; new majors, programs, concentrations, and degrees which have been approved by the College Council or the curriculum committees of the various Schools; the discontinuation of courses and programs; routine changes as previously approved by the Provost's Office;
(b) To approve requests for area credit designation for both new and existing courses as forwarded by the instructional area committees;
(c) To review and approve student proposals under Plan II (Specially Designed Programs of Study);
(d) To oversee the adherence to the all-University requirements by the College and the various Schools and to initiate curricular reviews at least every five years;
(e) To take up for study or action matters referred by the Faculty Senate and General Faculty or any other matters deemed important to the work of the committee.
Membership: 14 faculty (1 elected representative from each of the six Schools, 3 elected representatives from the College of Arts and Sciences, with 1 representative from each of its electoral divisions, 5 elected at-large members). Ex officio: Provost or designee. Adjunct: Director of Academic Advising and Support Services or designee, Registrar or designee.

32 Undergraduate Student Academic Regulations Committee
The committee shall develop and make recommendations on academic policies and regulations and requirements for undergraduate students.
Membership: 6 faculty, 4 undergraduate students. Ex officio: Director of Academic Advising and Support Services.

33 University Concert/Lecture Series Committee
The committee shall advise on matters related to the University Concert/Lecture Series.
Membership: 6 faculty (including 1 each from the Department of Dance, the School of Music, and the Theatre Division), 2 students (1 undergraduate, 1 graduate). Ex officio: Arts Coordinator, Division of Student Affairs.

UNCG Statistical Summaries

Enrollment Summary for The Fall Semester 1994

	1994
Seniors	2,752
Juniors	2,220
Sophomores	1,801
Freshmen	1,850
Graduates	2,827
Specials and Unclassified	644
Total	12,094
Extension	2,194
TOTAL COLLEGIATE ENROLLMENT FALL 1994	**14,288**

Summer School 1994

Summer Session	5,059

Summary of Earned Degrees Granted at UNCG on May 15, 1994*

Doctor of Philosophy	46
Doctor of Education	20
Doctor of Musical Arts	6
Specialist in Education	5
Certificate of Advanced Study	3
Master of Arts	94
Master of Arts in Liberal Studies	14
Master of Education	156
Master of Library & Information Studies	79
Master of Science	33
Master of Fine Arts	30
Master of Music	27
Master of Business Administration	63
Master of Science in Business Education	11
Master of Public Affairs	12
Master of Science in Nursing	87
Post MSN Certificate	4
TOTAL GRADUATE DEGREES	**690**
Bachelor of Arts	733
Anthropology	13
Art	11
Biology	68
Chemistry	15
Classical Studies	6
Drama	10
Economics	22
English	141
French	5
Geography	35
German	4
History	67
Interdepartmental	7
International Studies	2
Mathematics	7
Media Studies	44
Music	9
Philosophy	3
Plan II	1
Political Science	72
Psychology	126
Religious Studies	11
Sociology	42
Spanish	12
Speech Communication	57
Bachelor of Science	732
Accounting	78
Business Administration	0
Chemistry	12
Clothing & Textiles	30
Computer Science	8
Dance	7
Economics	9
Education of the Deaf	14
Elementary Education	77
Exercise & Sport Science	29
Finance	30
Food & Nutrition	24
Health Education	19
Home Ec in Business & Community	12
Housing & Interior Design	16
Human Development & Family Studies	69
Information Systems & Operations Mgt	43
Leisure Studies	44
Management	107
Marketing Education	6
Mathematics	7
Middle Grades Education	11
Physics	2
Social Work	53
Speech Pathology and Audiology	25
Bachelor of Science in Medical Technology	5
Bachelor of Fine Arts	63
Art Education	15
Art, other	43
Dance	5
Drama	10
Bachelor of Music	41
Bachelor of Science in Nursing	142
TOTAL BACHELOR'S DEGREES	**1,716**
TOTAL EARNED DEGREES	**2,406**

* *Source: Office of Institutional Research, Fact Book 1994-95*

APPENDIX

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents' Domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residentiary intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent.

In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for application tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

Grace Period. If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period.

Minors. Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher

education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of the provision only once.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

THE UNIVERSITY OF NORTH CAROLINA POLICY ON ILLEGAL DRUGS

The University of North Carolina at Greensboro seeks to maintain an environment that supports the pursuit and disseminating of knowledge. All members of the academic community — students, faculty, and staff members — share responsibility for protecting the academic environment by exemplifying high standards of professional and personal conduct. Use of illegal drugs by any member of the community interferes with the activities through which the goals of the University can be realized. Therefore, such practices will not be tolerated. The University will take all actions necessary, consistent with law and University policy, to eliminate the use of illegal drugs from the University community.

This policy has been developed in accord with "The University of North Carolina Policy on Illegal Drugs," adopted by the Board of Governors January 15, 1988. It establishes the framework for programs designed to educate the campus community on the harmful effects of illegal substances and to assist afflicted persons in their efforts to become rehabilitated. It also provides guidance for punishing violators.

I. Applicability

This policy is applicable to the following: students, faculty, senior administrative officers, non-faculty EPA employees[1], and SPA employees[2].

II. Notice

A. Article 5 of Chapter 90 of the *North Carolina General Statutes* makes it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances." As citizens, all members of the University community are expected to know these laws. The *North Carolina General Statutes* are readily available in the Library.

B. This policy shall be publicized in catalogs and other materials prepared for all enrolled and prospective students and in appropriate materials distributed to faculty members, senior administrative officers, non-faculty EPA employees, and SPA employees.

III. Educational and Rehabilitation Programs

A. The University shall establish and maintain a program of education designed to help all members of the University community avoid involvement with illegal drugs. This program shall emphasize these subjects:

1. the incompatibility of the use or sale of illegal drugs with the goals of the University
2. the legal consequences of involvement with illegal drugs
3. the medical implications of the use of illegal drugs
4. the ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities

B. The University shall provide information about drug counseling and rehabilitative services (campus-based or community-based) available to students and employees.

C. Persons who voluntarily avail themselves of these University services or programs are assured that applicable professional standards of confidentiality will be observed.

IV. Disciplinary Proceedings and Sanctions

A. Preliminary Determinations

The University will initiate a disciplinary proceeding against a student, faculty member, senior administrative officer, EPA non-faculty employee, or SPA employee whenever **both** of these requirements are met:

1. there is a reasonable basis for believing that the person has violated this policy or North Carolina law pertaining to controlled substances

2. the alleged conduct is deemed to harm the interests of the University

Requirement (1), above, can be satisfied by **either** of the following:

(a) a conviction or a guilty plea resulting from criminal prosecution

(b) independent evidence obtained by University officials including police officers.

It should be noted that though an offense may be the subject of legal action by the civil authorities, University officials are nonetheless free to initiate disciplinary action that may result in additional penalties.

When the above requirements are met, the University will initiate disciplinary action against the alleged violator according to established procedures that safeguard the rights and interest of students and employees. Procedures will vary, depending on classification of the person facing disciplinary action:

Students

Judicial Policies Related to Student Conduct for the The University of North Carolina at Greensboro, approved by the Chancellor

Faculty Members

The University of North Carolina at Greensboro's Regulations on Academic Freedom, Tenure, and Due Process, Section 7. Discharge or Imposition of Serious Sanction, adopted by the Board of Trustees

Senior Administrative Officers

Policies Concerning Senior Administrative Officers of The University of North Carolina, adopted by the Board of Governors

Non-Faculty EPA Employees

Personnel Policies for Designated Employment Exempt from the State Personnel Act, adopted by the Board of Trustees

SPA Employees

Relevant regulations of the Office of State Personnel

Decisions reached by these processes are reviewable according to normal appeal mechanisms.

B. Penalities for students, faculty, senior administrative officers, and non-faculty EPA employees:

For these persons, the penalties to be imposed may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. The following minimum penalties shall be imposed for the particular offences described:

1. Trafficking[3] in Illegal Drugs

(a) For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in "Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methqualone), any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

(b) For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

2. Illegal Possession of Drugs

(a) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statute 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.

(b) For a first offense involving the illegal possession of any controlled substance identified in Schedules II through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing at his/her own expense, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation.

(c) For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, senior administrative officers, or EPA non-faculty employees.

3. Suspension Pending Final Disposition

When a student, faculty member, senior administrative officer, or non-faculty EPA employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion or regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or, in the Chancellor's absence, the Chancellor's designee, concludes that the person's continued presence within the University community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

C. Penalties for SPA Employees

Discipline for SPA employees is prescribed in regulations published by the State Personnel Commission. Violations of this policy and of North Carolina state law on controlled substances shall be deemed "personal misconduct" actionable under these rules. Penalties for offenses described herein will be in accord with state policy.

V. Oversight and Reporting

A. A campus coordinator will be responsible for overseeing all actions and programs relating to this policy.

B. The Chancellor shall submit annually to the Board of Trustees and to the President of the University a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following: (1) a listing of the major education activities conducted during the year; (2) a report on any illegal drug-related incidents, including any sanctions imposed; (3) an assessment by the Chancellor of the effectiveness of the campus program and; (4) any proposed changes in the policy on illegal drugs.

VI. This policy shall be effective with the beginning of Fall Term, 1988.

[1]Non-faculty personnel whose employment is exempt from the State Personnel act

[2]Staff personel whose employment is subject to the State Personnel Act

[3]The term "trafficking" is used in its generic sense, not in its specific application to selling, manufacturing, delivering, transporting, or possessing controlled substances in specified amounts that is the subject of North Carolina General Statute 90-95 (h).

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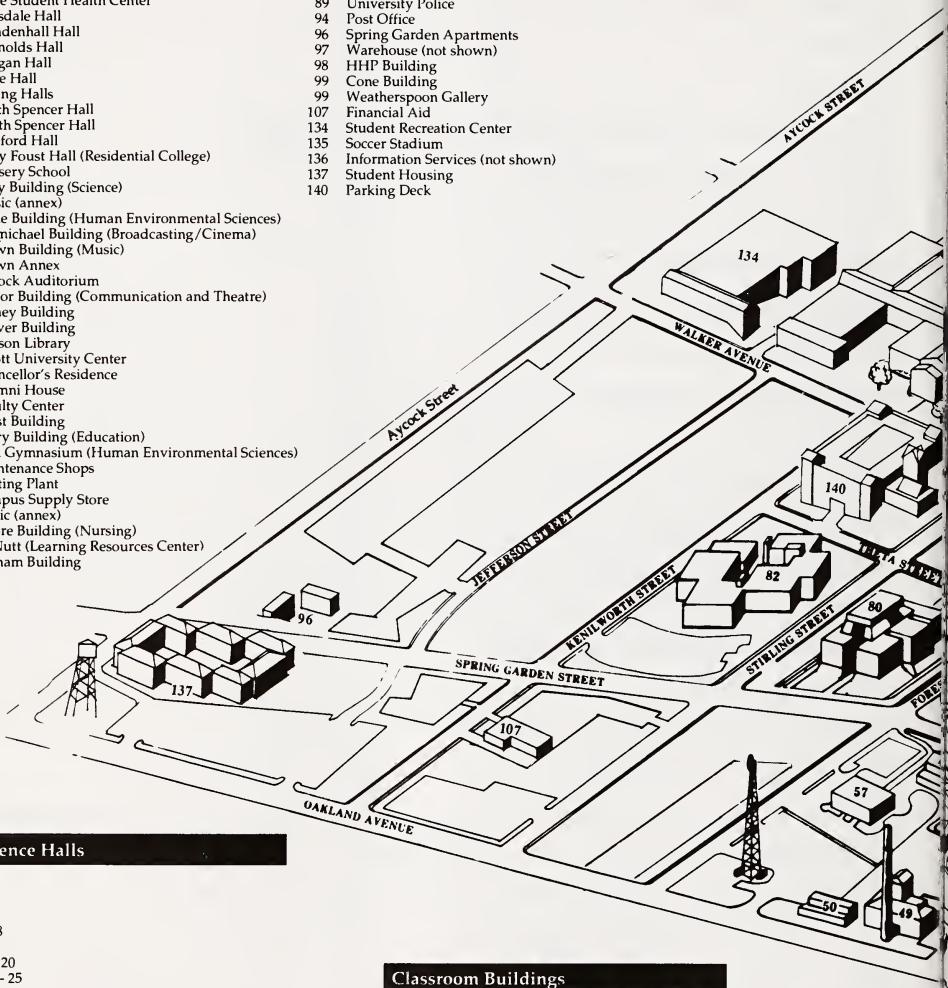
86 Ferguson Building
87 Parking and Traffic
89 University Police
94 Post Office
96 Spring Garden Apartments
97 Warehouse (not shown)
98 HHP Building
99 Cone Building
99 Weatherspoon Gallery
107 Financial Aid
134 Student Recreation Center
135 Soccer Stadium
136 Information Services (not shown)
137 Student Housing
140 Parking Deck



Residence Halls

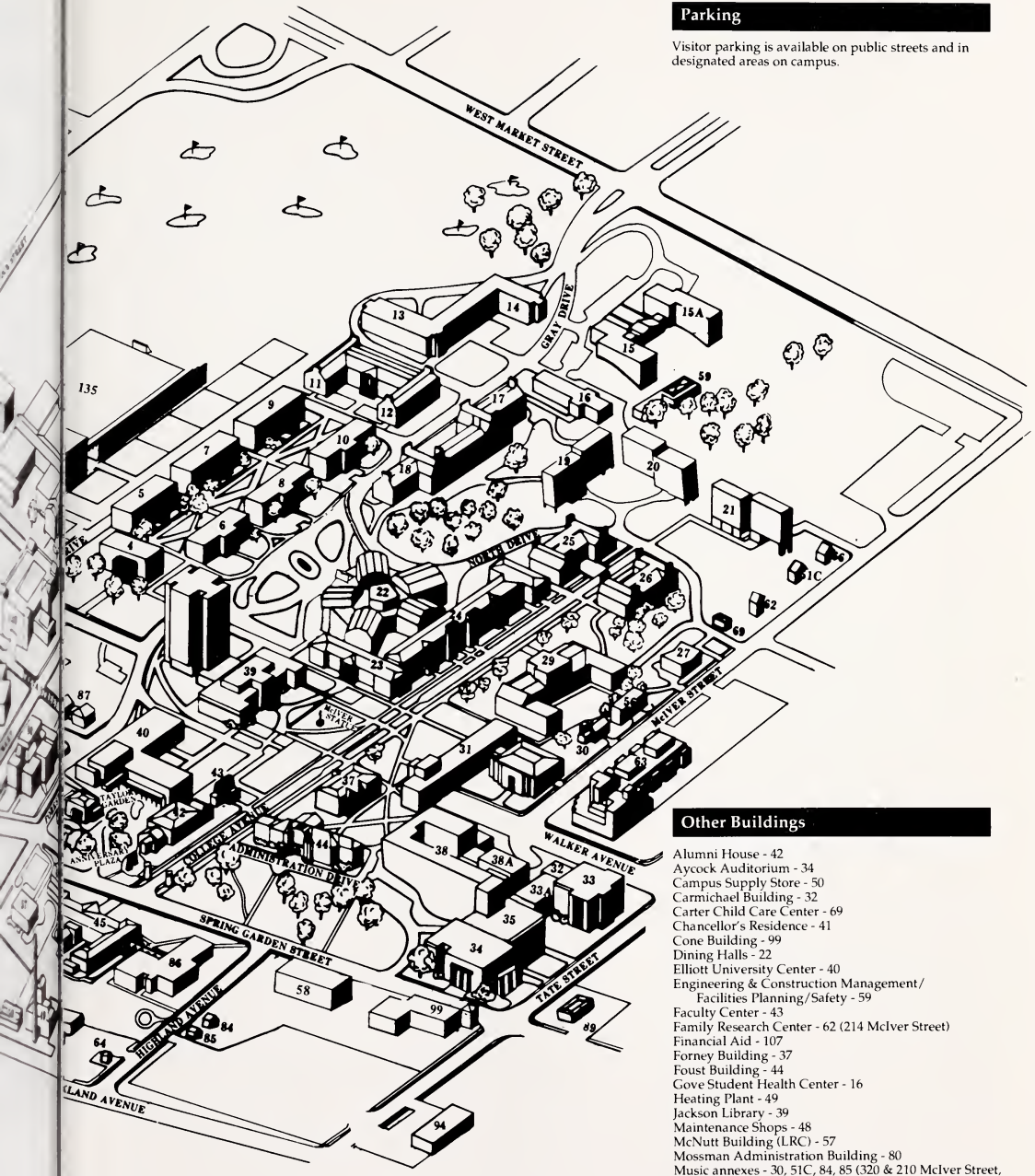
Bailey - 7
Coit - 10
Cone -21
Cotten - 8
Gray - 6
Grogan - 20
Guilford - 25
Hawkins - 15
Hinshaw - 5
Jamison - 9
Mary Foust (Residential College) - 26
Mendenhall - 18
Moore - 13
North Spencer - 24
Phillips - 15A
Ragsdale - 17
Reynolds - 19
Shaw (International House) - 4
South Spencer - 23
Strong - 14
Weil - 12
Winfield - 11

Classroom Buildings

Cone (Art) - 99
Brown (Music) - 33
Brown Annex - 33A
Bryan (Business & Economics) - 82
Curry (Education) - 45
Eberhart (Life Sciences/Psychology) - 63
Ferguson - 86
Graham - 58
HHP (Health and Human Performance) - 98
McIver - 38
Moore (Nursing) - 56
Petty (Science) - 29
Stone (Human Environmental Sciences) - 31
Taylor - 35

Parking

Visitor parking is available on public streets and in designated areas on campus.



Other Buildings

Alumni House - 42
Aycock Auditorium - 34
Campus Supply Store - 50
Carmichael Building - 32
Carter Child Care Center - 69
Chancellor's Residence - 41
Cone Building - 99
Dining Halls - 22
Elliott University Center - 40
Engineering & Construction Management/
Facilities Planning/Safety - 59
Faculty Center - 43
Family Research Center - 62 (214 McIver Street)
Financial Aid - 107
Forney Building - 37
Foust Building - 44
Gove Student Health Center - 16
Heating Plant - 49
Jackson Library - 39
Maintenance Shops - 48
McNutt Building (LRC) - 57
Mossman Administration Building - 80
Music annexes - 30, 51C, 84, 85 (320 & 210 McIver Street,
527 & 529 Highland Avenue)
Nursery School - 27
Office of Information Services - 137 (not shown)
Park Gymnasium - 45A
Parking and Traffic - 87 (426-428 Forest Street)
Post Office - 94 (525 Tate Street)
Purchasing Office - 64 (536 Highland Avenue)
Soccer Stadium - 135
Spring Garden Apartments - 96
Student Recreation Center - 134
University Police - 89
University Publications - 66 (208 McIver Street)
Warehouse - 97 (2900 Oakland Avenue) not shown
Weatherspoon Gallery - 99

Second Class
US
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Greensboro, NC

Admissions Office

123 Mossman Building, UNCG
Greensboro, NC 27412-5001
(910) 334-5243

283 MI XL 2036
07/19/95 46620